

CREATING A **CUSTOMER-DRIVEN GOVERNMENT AND THE FAALC**

IT'S ALL ABOUT CHANGE

...AN OVERVIEW

Objectives

Understand:

- ◆ **Compelling need for transforming government and the FAALC**
- ◆ **Overarching vision for transforming government and the FAALC**
- ◆ **Meaning of organizational transformation**
- ◆ **Actions to make government and the FAALC customer-driven**
- ◆ **Integration of variety of initiatives**

Drivers of Change

- ◆ **Technological advancement**
- ◆ **Rising customer expectations**
- ◆ **Demands for faster, flexible service**
- ◆ **Knowledge work less amenable to supervision**
- ◆ **Instantaneous communication**
- ◆ **Government only sector yet to reinvent for the information age**

Compelling Reasons to Change Government

Four Key Deficits:

- ◆ Budget
- ◆ Investment
- ◆ Trust
- ◆ Performance

How the American People See Government

- ◆ Burdensome, unresponsive, error-prone
- ◆ Average American believes we waste 48 cents of every tax dollar
- ◆ Public confidence has never been lower
- ◆ 5 out of 6 Americans want “fundamental change”



How Federal Workers See Government

- ◆ **Rigid structures**
- ◆ **Limited communication**
- ◆ **Emphasis on power and authority**
- ◆ **Rules and regulations**
- ◆ **Few involved in actual decision-making**
- ◆ **Creativity and innovation not encouraged**

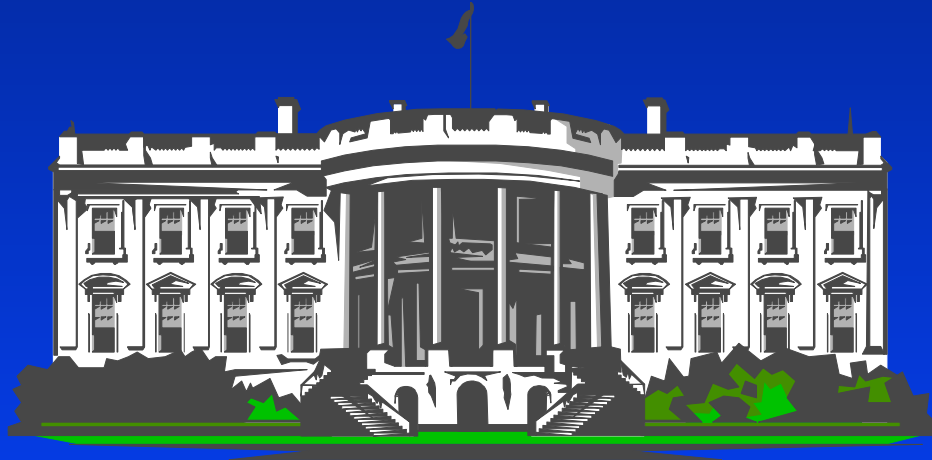
What the American People Want

- ◆ **Best value for tax dollar**
- ◆ **Quick, easy transactions**
- ◆ **Competent, courteous, caring people**
- ◆ **Seamless delivery of quality products and services**



What Federal Workers Want

- ◆ Creativity and innovation encouraged
- ◆ Participation in changing to customer-driven government
- ◆ Contributions to better products and services to public



Four NPR Themes

- ◆ **Putting Customers First**
- ◆ **Cutting Red Tape**
- ◆ **Empowering Employees to Get Results**
- ◆ **Cutting Back to Basics**

Traditional Culture

- ◆ **Control**
- ◆ **Work done by individuals**
- ◆ **Rules and procedures**
- ◆ **Decisions by command**

Customer-Driven Culture

- ◆ **Commitment**
- ◆ **Teamwork**
- ◆ **Continuous improvement and innovation**
- ◆ **Participative decisions**

Traditional Culture

- ◆ **Focus on specific tasks**
- ◆ **Tall, rigid structures**
- ◆ **Unstated or unclear values and vision**

Customer-Driven Culture

- ◆ **Focus on customers and work processes**
- ◆ **Flat, flexible structures**
- ◆ **Clear, shared values and vision**

Reform-Transform

Reform

- ◆ Application of new techniques within unchanged organizations
- ◆ Preservation of old forms

Transform

- ◆ Fundamental change
- ◆ Paradigm shift

Every few hundred years in western history there occurs a sharp transformation... a “divide.” Within a few short decades, society rearranges itself--its world view; its social and political structure; its arts; its key institutions. Fifty years later, there is a new world... we are currently living through such a transformation.”

Peter Drucker
Post-Capitalist Society

Change

- ◆ **Cannot be grafted onto existing forms, structures and systems**
- ◆ **Requires new ways to**
 - **structure organizations**
 - **conceive and design work**
 - **manage how work is done**
- ◆ **Requires the personal commitment of individuals to change their behavior**



**“The significant
problems we face
cannot be solved by
the same level of
thinking that created
them.”**

-Einstein

Systems Thinking

Searching for and understanding the interrelationships between actions and events, to find the patterns and the influences on those patterns, to see more clearly how to change or improve those patterns.

Quality Management

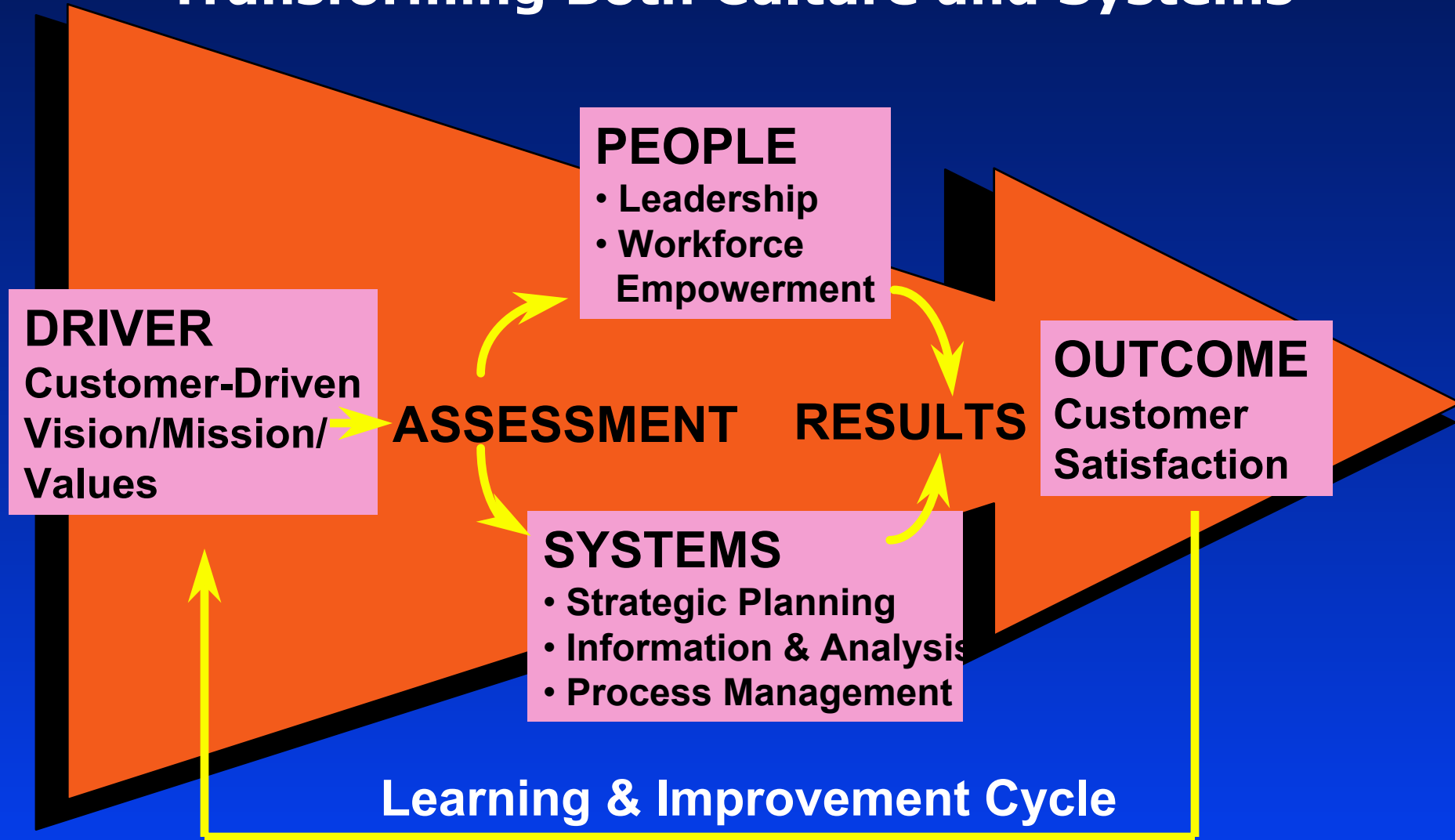
Using “systems thinking” to focus all aspects of the organization (vision, mission, values, people, structures, systems and processes) on customer service.

Malcolm Baldrige National Quality Award Criteria

- ◆ **Customer focus and satisfaction**
- ◆ **Strategic quality planning**
- ◆ **Human resources development**
- ◆ **Management of process quality**
- ◆ **Leadership**
- ◆ **Information and analysis**
- ◆ **Quality and operational results**

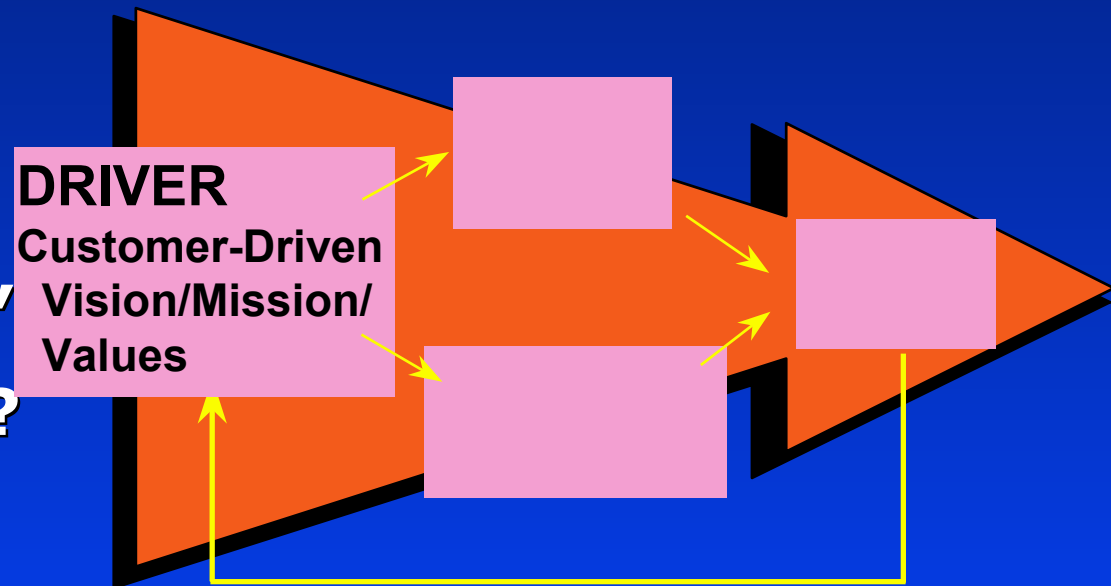
Creating a Customer-Driven Government

Transforming Both Culture and Systems



Customer-Driven Vision/Mission/Values (E.O. on Customer Service)

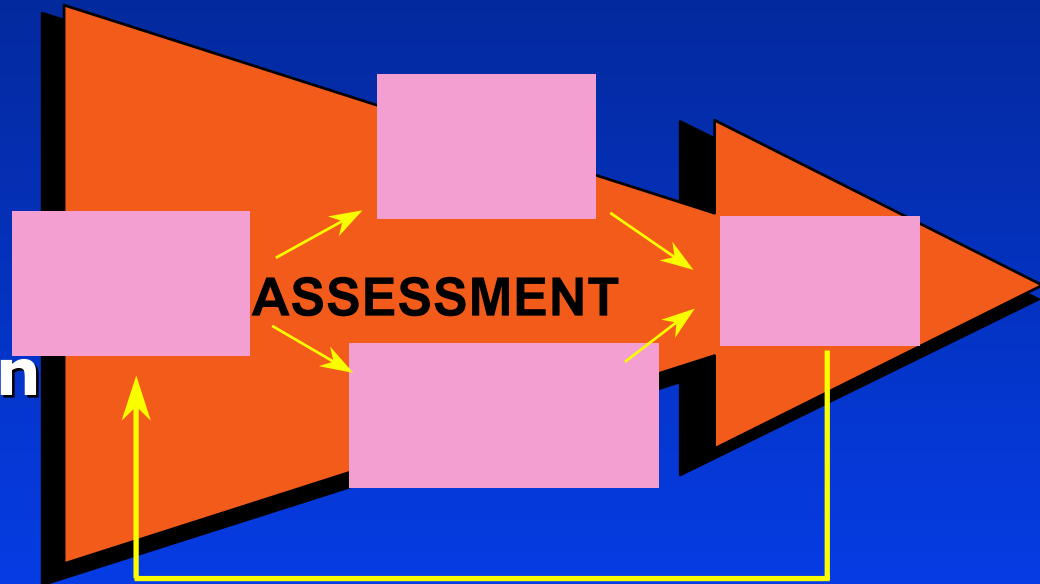
- ◆ What would success look like if we met our customers' expectations? (**Vision**)
- ◆ What is our purpose and whom are we serving? (**Mission**)
- ◆ How should we serve customers, work together, treat each other? (**Values**)



Assessment

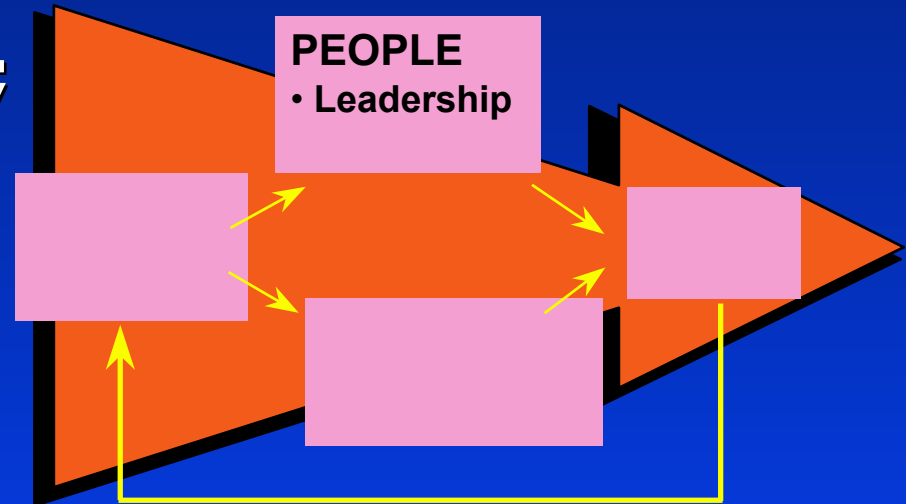
(E.O. on Customer Service)

- ◆ Assess agency's systems, processes, culture, workforce and performance results
- ◆ Assess culture through employee attitude surveys, cultural assessments
- ◆ Apply assessment results to strategic planning
- ◆ Benchmark best practices; also learn from what doesn't work



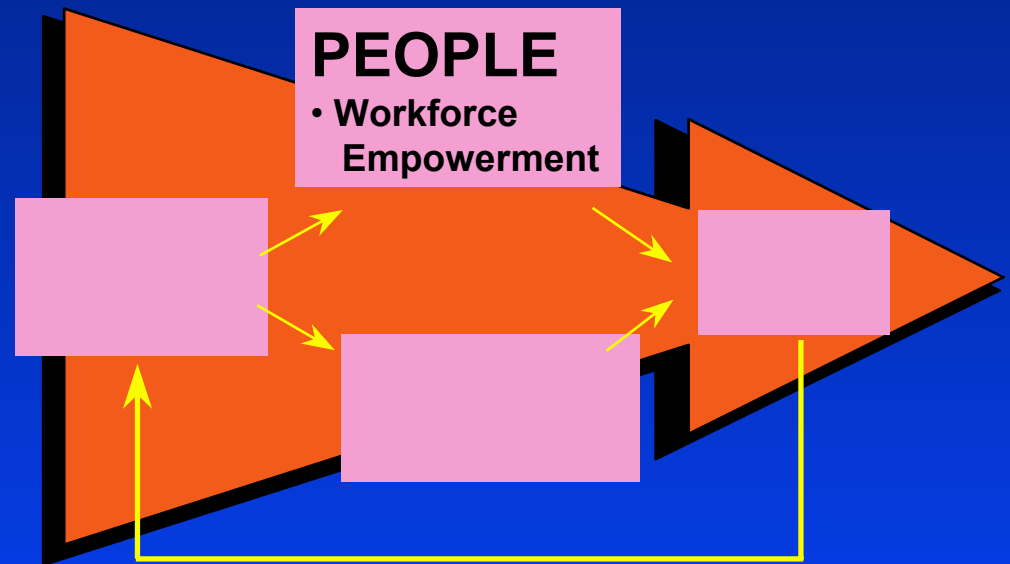
Leadership

- ◆ **Communicate compelling reasons for change**
- ◆ **Create shared vision/mission/values (E. O. on Customer Service)**
- ◆ **Demonstrate personal involvement, commitment to vision, mission, values**
- ◆ **Model new behaviors; everyone becomes a leader**
- ◆ **Partner with unions in change effort (E. O. on Labor Management Partnerships)**



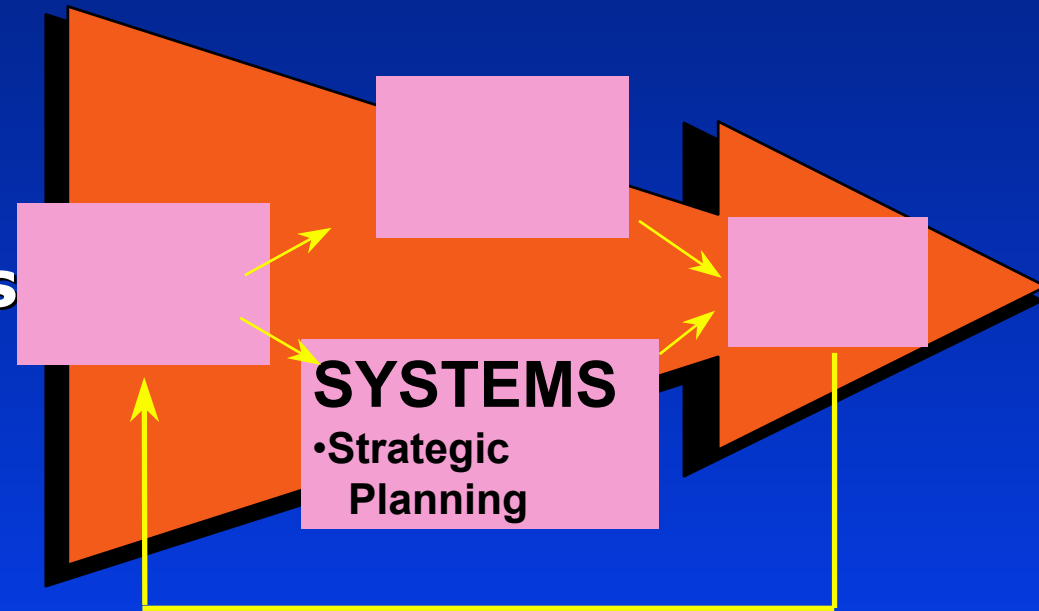
Workforce Empowerment

- ◆ Delegate authority and accountability
- ◆ Support employees with training, resources and recognition, especially the front-line
- ◆ Encourage employee involvement, risk-taking, feedback and suggestions
- ◆ Value and celebrate diversity



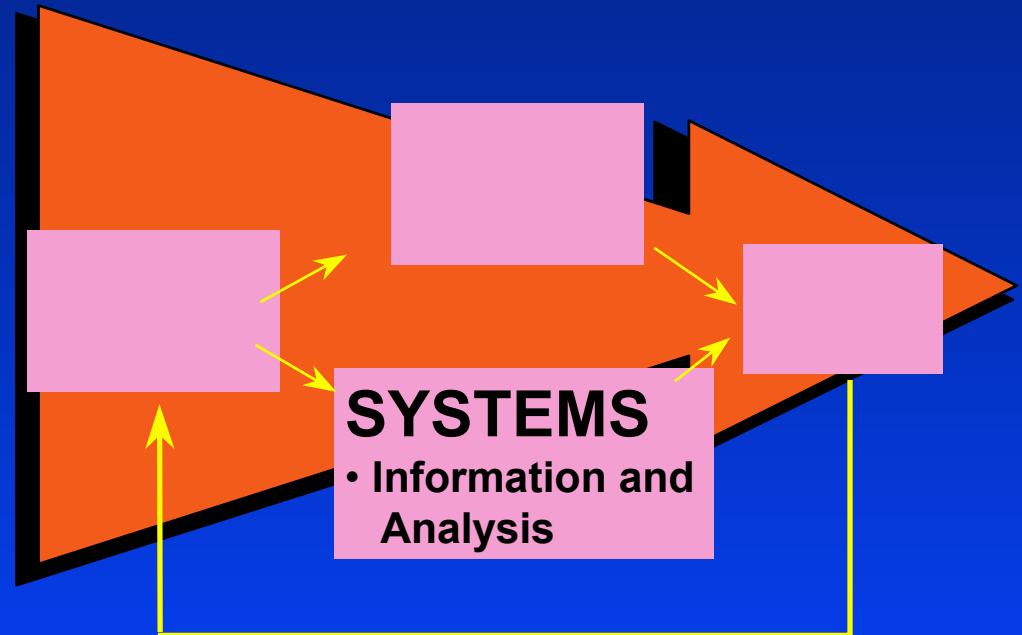
Strategic Planning

- ◆ **Develop clear strategic direction (GPRA)**
- ◆ **Involve stakeholders in planning**
- ◆ **Establish outcome-oriented goals/objectives**
- ◆ **Create alignment**
- ◆ **Simplify structures**



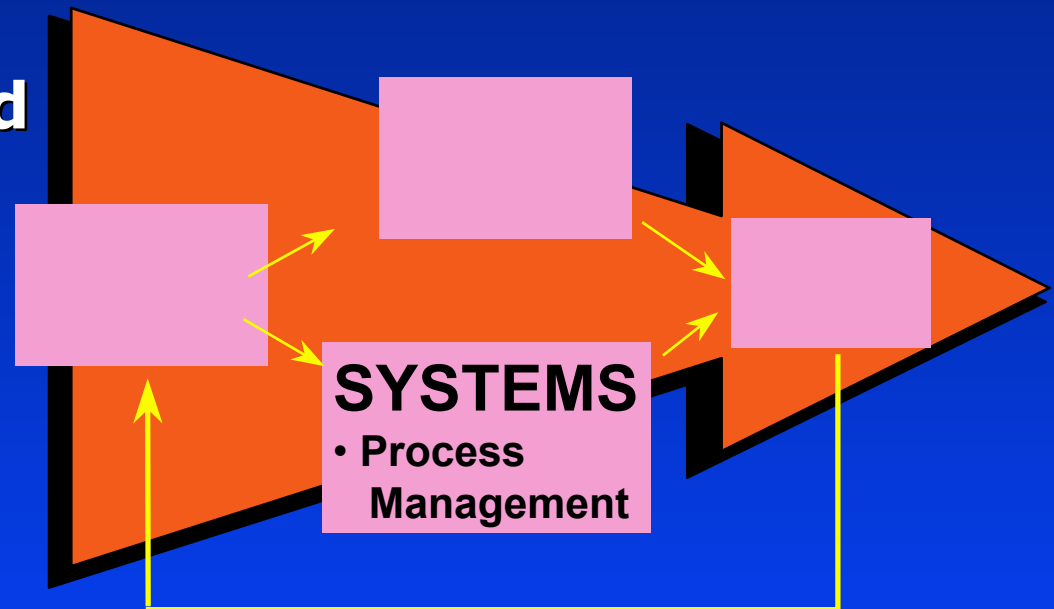
Information and Analysis

- ◆ A comprehensive information and analysis system requires careful planning and management
- ◆ Use benchmarking to guide improvement



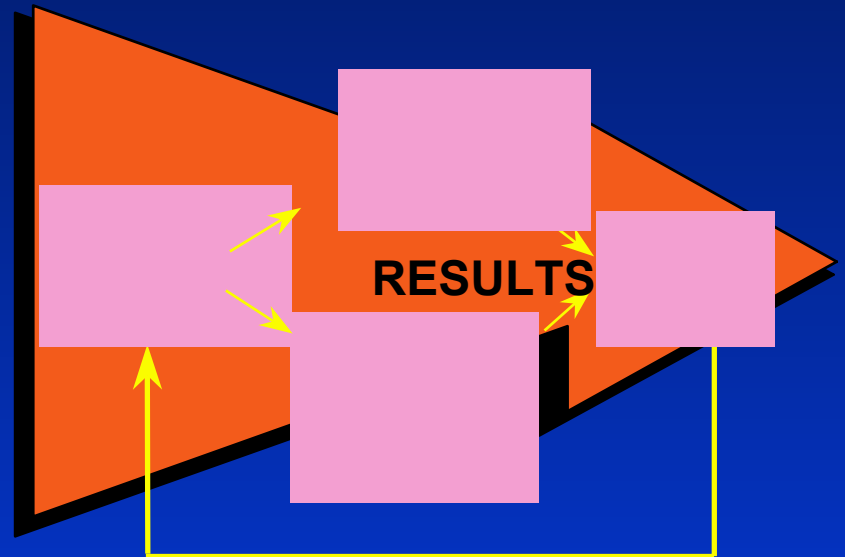
Process Management

- ◆ Understand, manage, simplify processes, including support processes, to better meet customer needs (Presidential memo on Streamlining the Bureaucracy)
- ◆ Establish teams to analyze processes and solve problems, and reengineer where appropriate
- ◆ Simplify and eliminate rules and regulations (E.O. on Elimination of One-Half of Executive Branch Regulations)



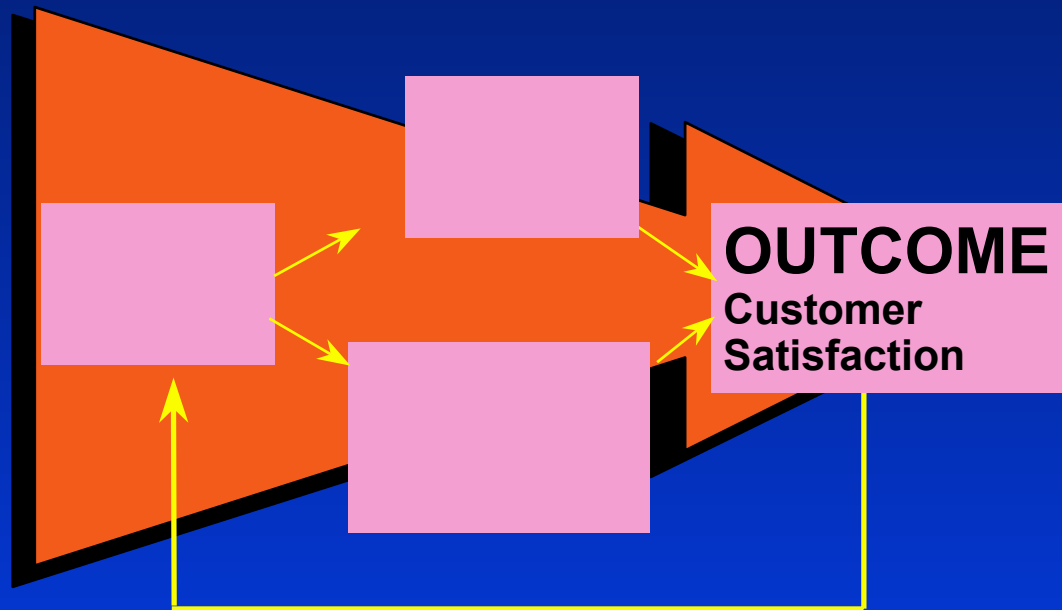
Results

- ◆ Improved products and services
- ◆ Reduced costs
- ◆ An environment of continuous learning and improvement
- ◆ Mission accomplishments
- ◆ Federal workers more involved, energized, fulfilled



Outcome

◆ Customer satisfaction

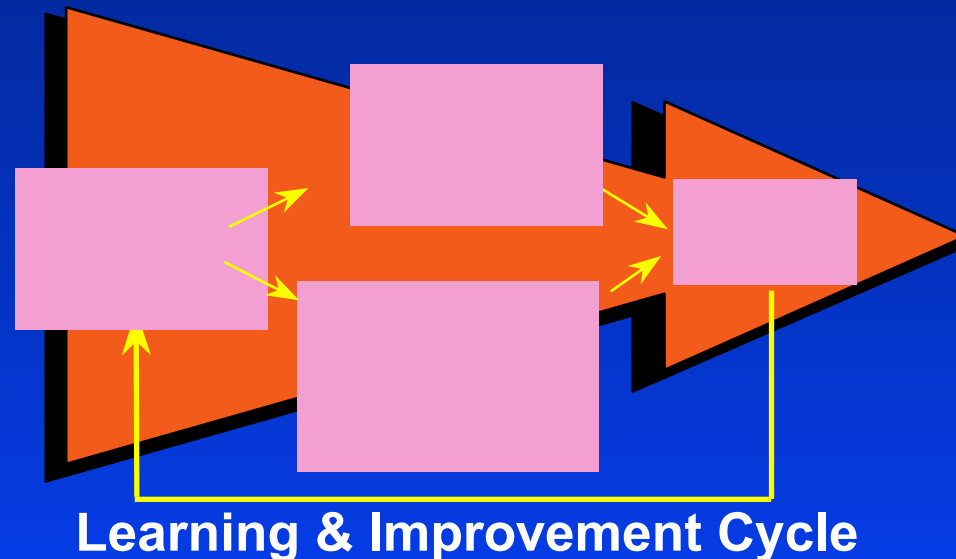


Learning and Improvement Cycle

To improve systems and performance use:

- Customer and supplier feedback
- Employee communication and feedback

Feedback enables continual learning



IT'S ALL ABOUT CHANGE



LEADING AND MANAGING THE ORGANIZATION

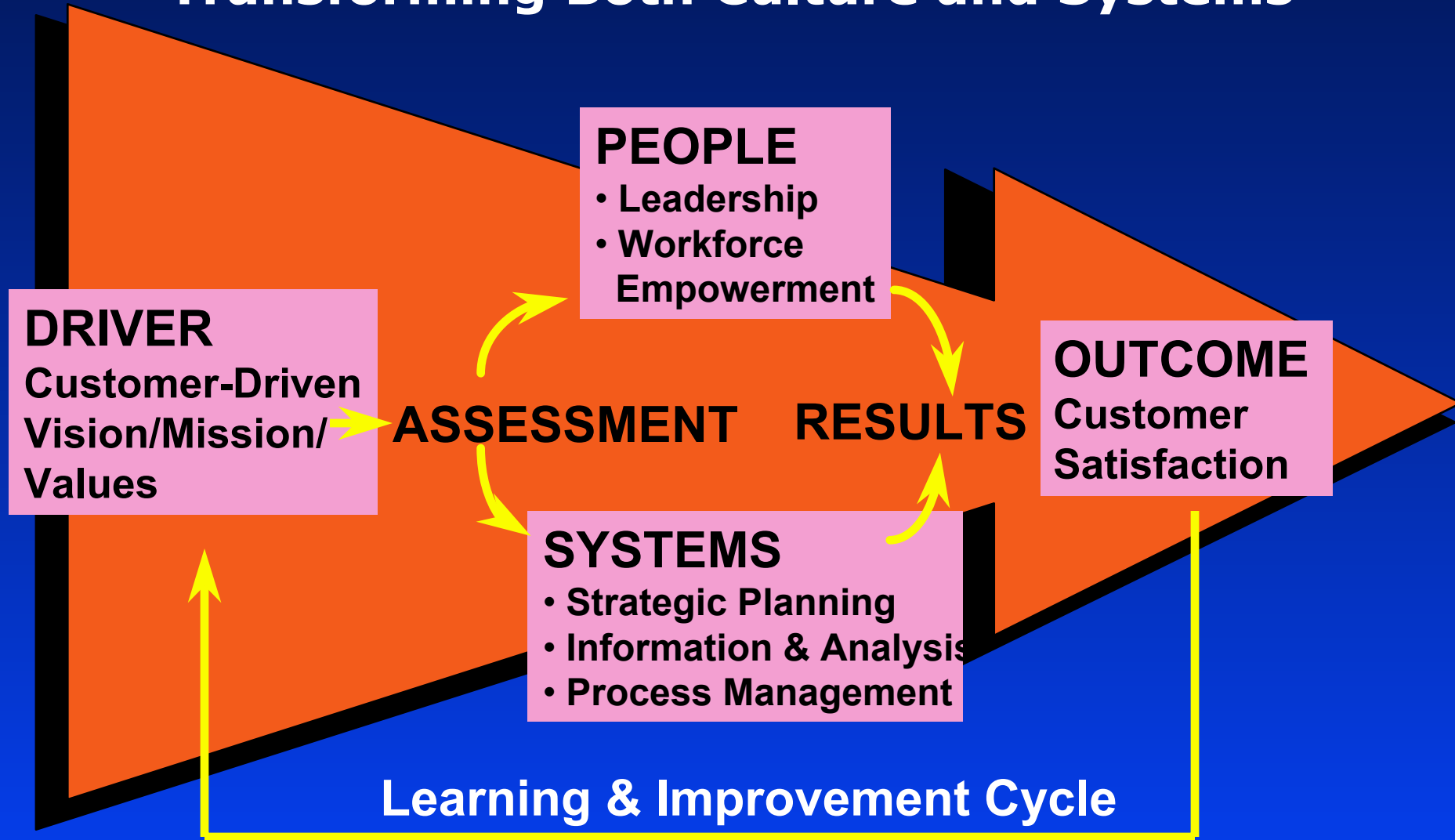
Compelling Reasons for Changing the Role of Leadership

Critical role of leader:

- ◆ It's all about change
- ◆ Leadership critical to all of the changes discussed in this seminar
- ◆ As organizations change, role of leadership changes as well
- ◆ This change is fundamental and dramatic

Creating a Customer-Driven Government

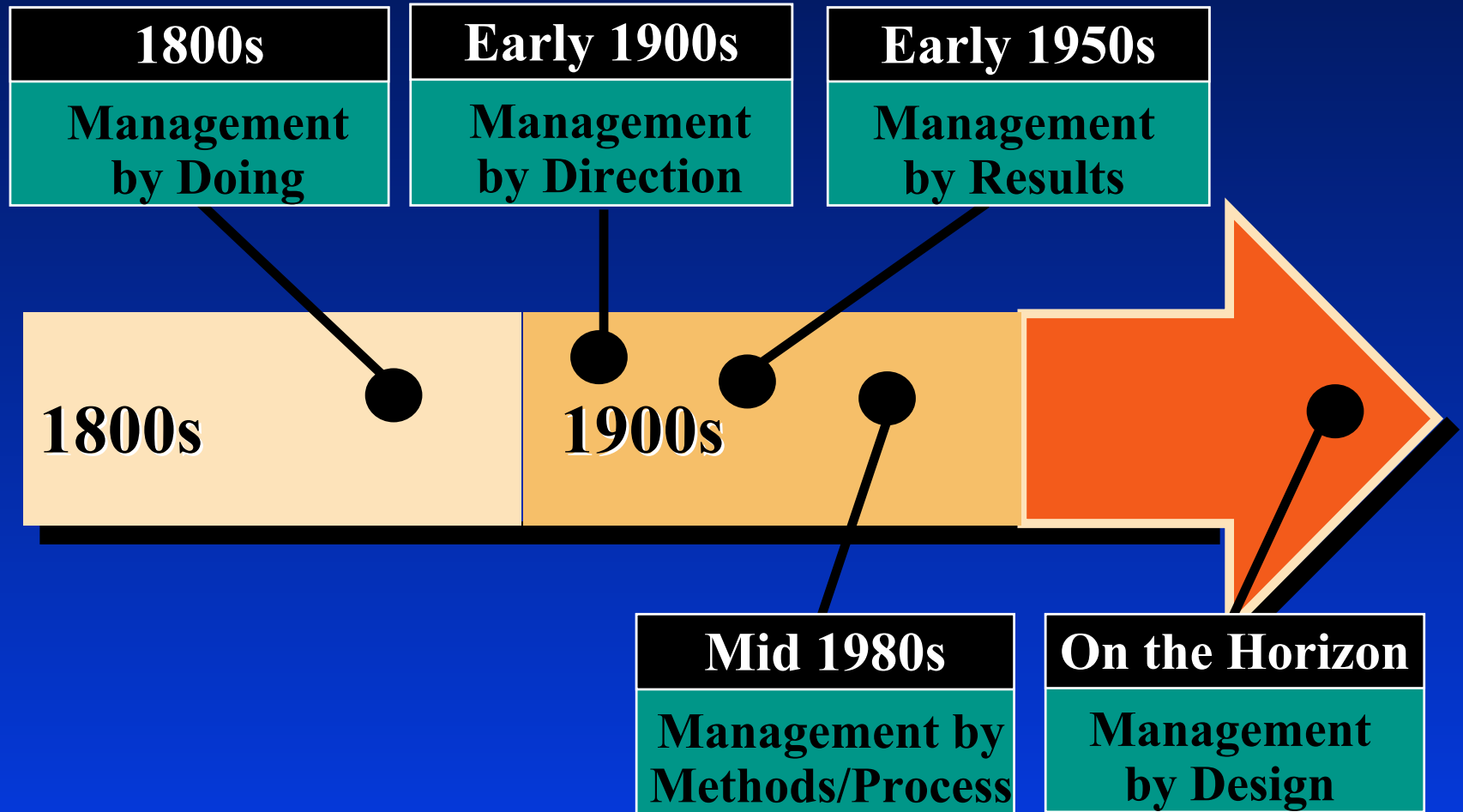
Transforming Both Culture and Systems



Objectives

- ◆ **Understand significance of culture in transforming an organization**
- ◆ **Understand role of leader in guiding transformation and how the role changes**
- ◆ **Define key leadership actions in implementing change efforts**

Phases of Management



Organizational Culture

Organizational culture is a general set of attitudes, beliefs, customs, value systems, behavioral norms, and ways of doing business that set a general pattern for organizational activities and actions.

Two Levels of Culture

- Leadership attributes
- Behavior
- Actions



- Attitudes
- Beliefs
- Values

"I distinctly remember some of Dr. Deming's first visits to Ford. We wanted to talk about quality, improvement tools, and which programs work. He wanted to talk to us about [leadership], cultural change, and senior management's vision for the company. It took time for us to understand the profound cultural transformation he was proposing."

-Ford Executive

Cultures: Traditional vs. Transformed

- | | |
|--------------------------------|-----------------------------|
| ◆ Activity-focused | ◆ Customer-driven |
| ◆ Conflicting goals | ◆ Common vision |
| ◆ Punishes mistakes | ◆ Discusses problems |
| ◆ Follows established policies | ◆ Takes risks and innovates |
| ◆ Short-term focus | ◆ Long-term focus |



Adapted from Carr and Littman, *Excellence in Government*, 1990

Cultures (Cont'd): Traditional vs. Transformed

- | | |
|--|---|
| ◆ Relies on inspection and fixing errors | ◆ Improves work processes and institutes prevention |
| ◆ Top-down decisions | ◆ Trusts and empowers employees |
| ◆ Tolerates turf battles | ◆ Facilitates cross-functional cooperation |
| ◆ Arbitrary decisions | ◆ Data-based decisions |
| ◆ Negative self-image | ◆ Feels like a winner |



Adapted from Carr and Littman, *Excellence in Government*, 1990

Leaders Can Change Culture

Customer-Driven Leadership

[Leading the creation of vision, values and strategy for change]

Shapes Organizational Behavior
[Implementation instills commitment]

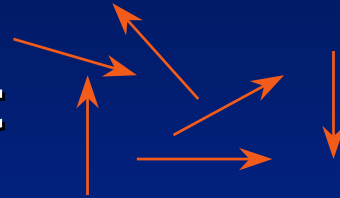
Succeeds With Results
[Continues over years]

New Culture Emerges
[Reflects vision, values and strategy]

Adapted from Kotter & Heskett, *Corporate Culture & Performance*, 1992

Stages of Cultural Transformation

1. Crisis management



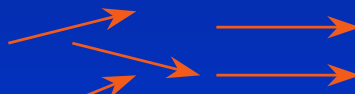
2. Intellectual curiosity



3. Awareness and knowledge



4. Practice



5. Cultural transformation



Adapted from Dr. Joan E. Cassidy, Integrated Leadership Concepts, Inc.

The Leader's Role: Moving an Organization to Change

- ◆ **Develop a customer-driven vision**
- ◆ **Communicate/reinforce organizational values**
- ◆ **Align structures**
- ◆ **Empower all people**

The Leader's Role: Moving an Organization to Change (Cont'd)

- ◆ **Educate and train**
- ◆ **Create adaptable systems**
- ◆ **Develop partnerships**
- ◆ **Model “high performance” leadership**

Leaders Responsible for Creating Vision/ Mission/Values

- ◆ **Vision**

Clear statement of desired “future state”

- ◆ **Mission**

Description of the agency’s business

- ◆ **Values**

Principles that shape the quality culture

Communicate Transformation in Many Ways

- ◆ **Model values through behavior**
- ◆ **Provide oral and written information**
- ◆ **Meet with small and large groups**
- ◆ **Create formal and informal forums**
- ◆ **Reach out, up, down and across the organization**

Methods of Communication

- ◆ Town meetings
- ◆ Interactive video
- ◆ Written media
- ◆ Education and training
- ◆ Planning together
- ◆ Customer meetings
- ◆ Team meetings
- ◆ Union involvement
- ◆ Community meetings
- ◆ Computer networks
- ◆ Recognition
- ◆ Role models

Values in a Quality Environment

- ◆ Trying new things without fear
- ◆ Seeking continual change for improvement
- ◆ Feeling everyone's contribution is important
- ◆ Unlocking creative talents
- ◆ Turning good ideas into results for customers



Education and Training for All Leaders and Managers

Suggested training includes:

- ◆ **Customer and quality awareness**
- ◆ **Leader development**
- ◆ **Coaching and team development**
- ◆ **Survey assessment methods**
- ◆ **Process improvement and problem solving**
- ◆ **Specialized training (e.g., statistical process control, benchmarking, reengineering, etc.)**

Creating Partnerships



- ◆ **Customers**
- ◆ **Suppliers**
- ◆ **Unions/associations**
- ◆ **Communities**

Labor-Management Partnerships National Partnership Council

- ◆ **Advise the President on labor management relations**
- ◆ **Promote partnerships throughout the executive branch**
- ◆ **Propose changes to personnel system**
- ◆ **Work with President's Management Council to transform government**
- ◆ **Share partnership efforts and results achieved**



Labor-Management Partnerships

Head of each agency shall:

- ◆ Create labor-management partnerships by forming committees/councils
- ◆ Involve employees and union representatives
- ◆ Develop full partnerships in problem identification and drafting solutions
- ◆ Provide systematic training to all
- ◆ Evaluate progress to serve agency's customers

Leader Behaviors in High-Performing Organizations

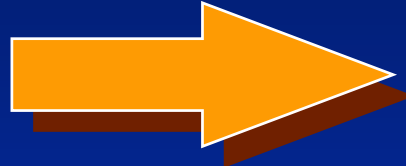
- ◆ Inspiring a shared vision
- ◆ Modeling the way
- ◆ Challenging the process
- ◆ Enabling others to act and lead at all levels
- ◆ Encouraging the heart



Source: Kouzes and Posner study from *Creating Culture Change*, by Atkinson

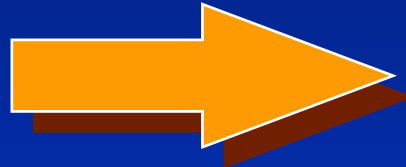
Changing Roles

Senior executives



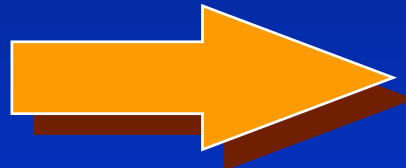
Leaders

Managers



Coaches

People



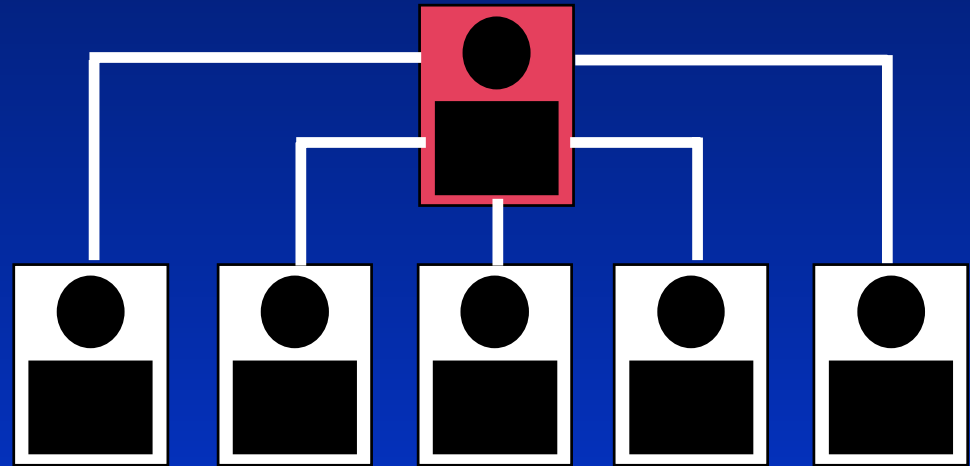
Team players

Changing Role of Managers

FROM:

**One-on-one
supervision**

- ◆ **Telling**
- ◆ **Planning**
- ◆ **Delegating tasks**

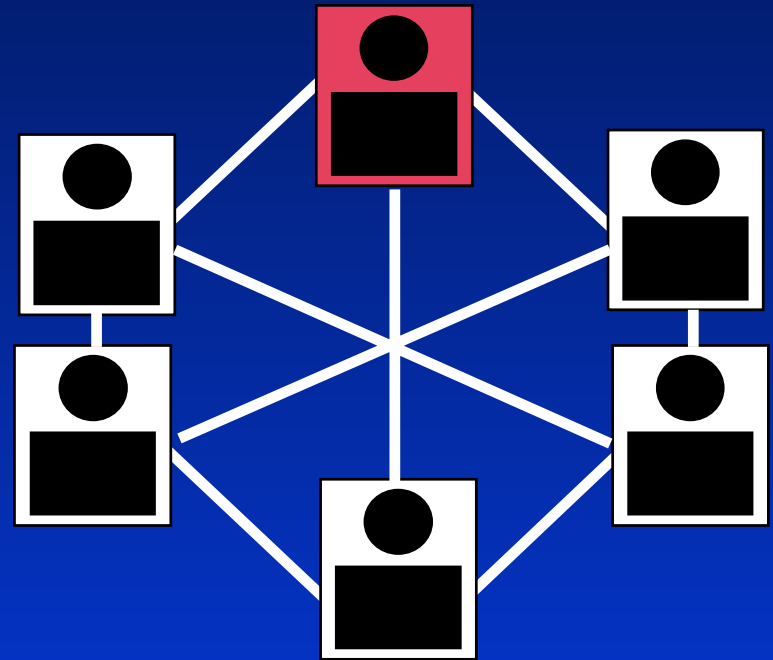


Changing Role of Managers (Cont'd)

TO:

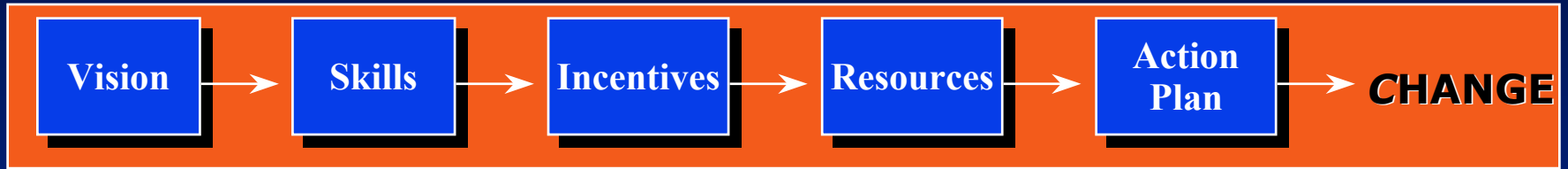
Team leader

- ◆ **Teacher/coach**
- ◆ **Facilitator**
- ◆ **Participative decision maker**

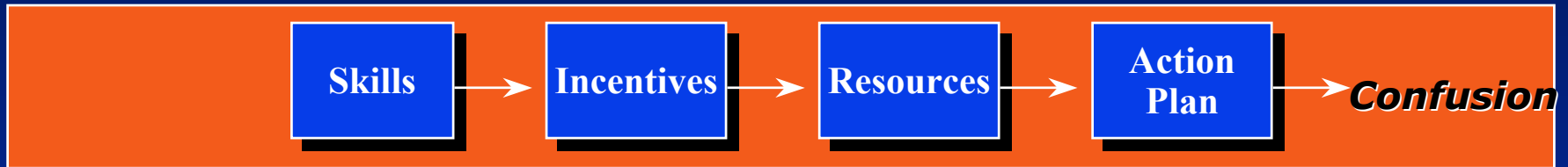
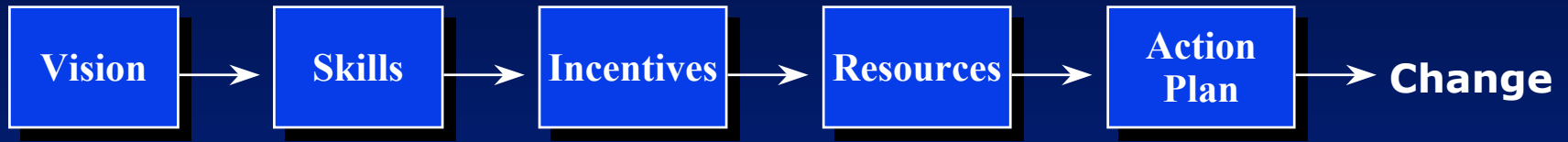


Employees assume responsibility as a work group

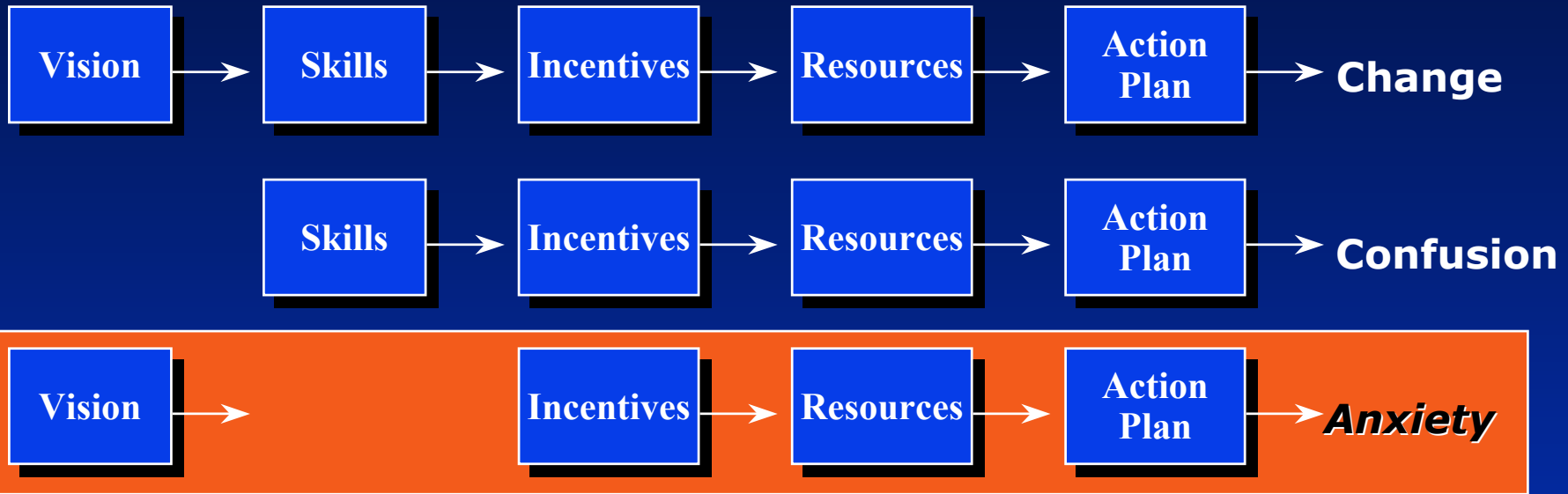
Managing Organizational Renewal



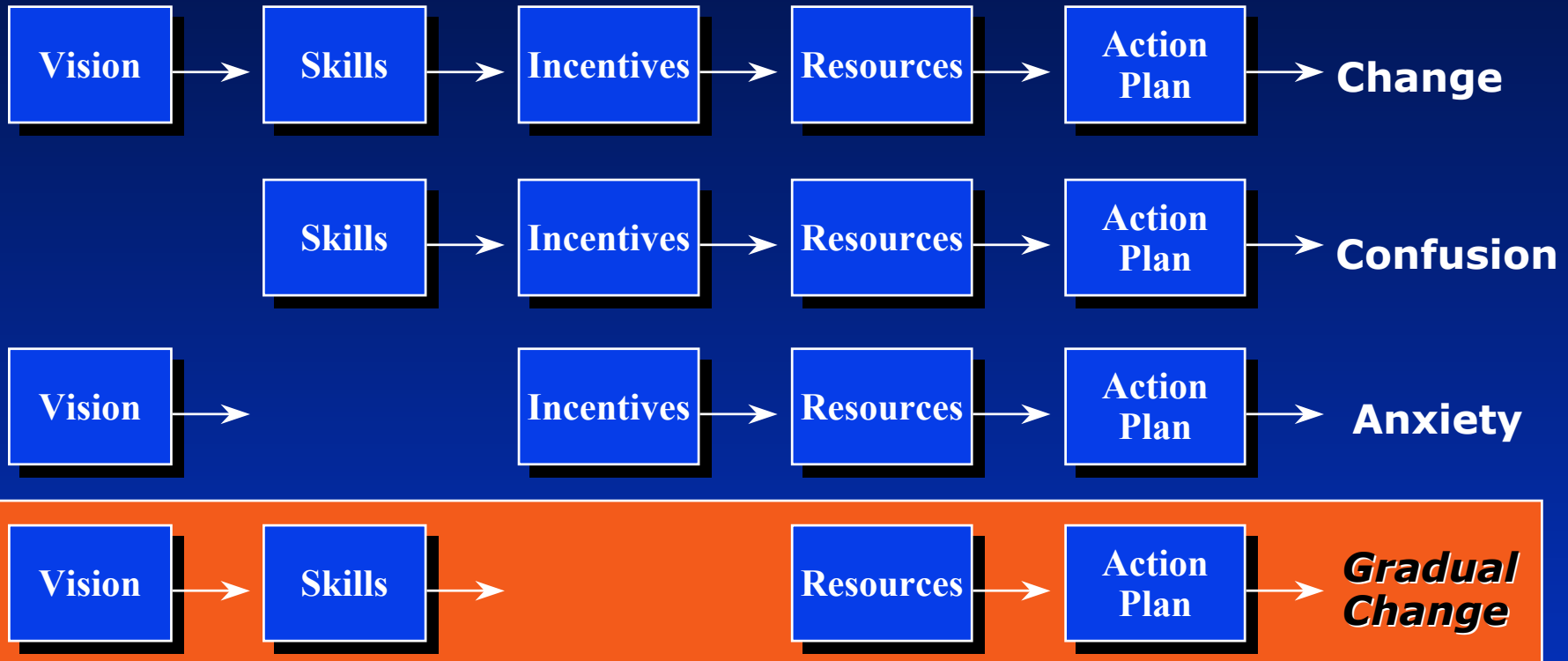
Managing Organizational Renewal



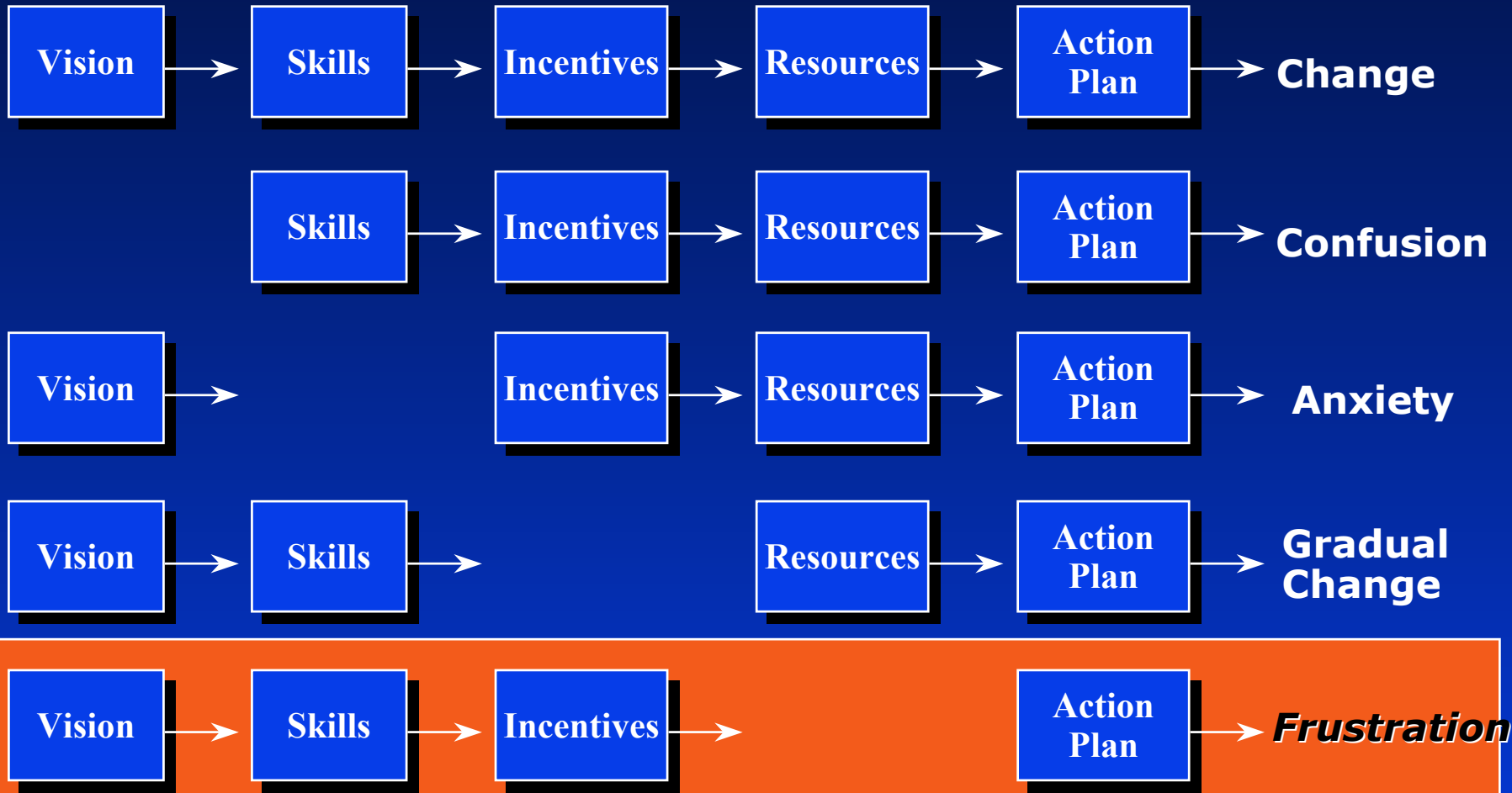
Managing Organizational Renewal



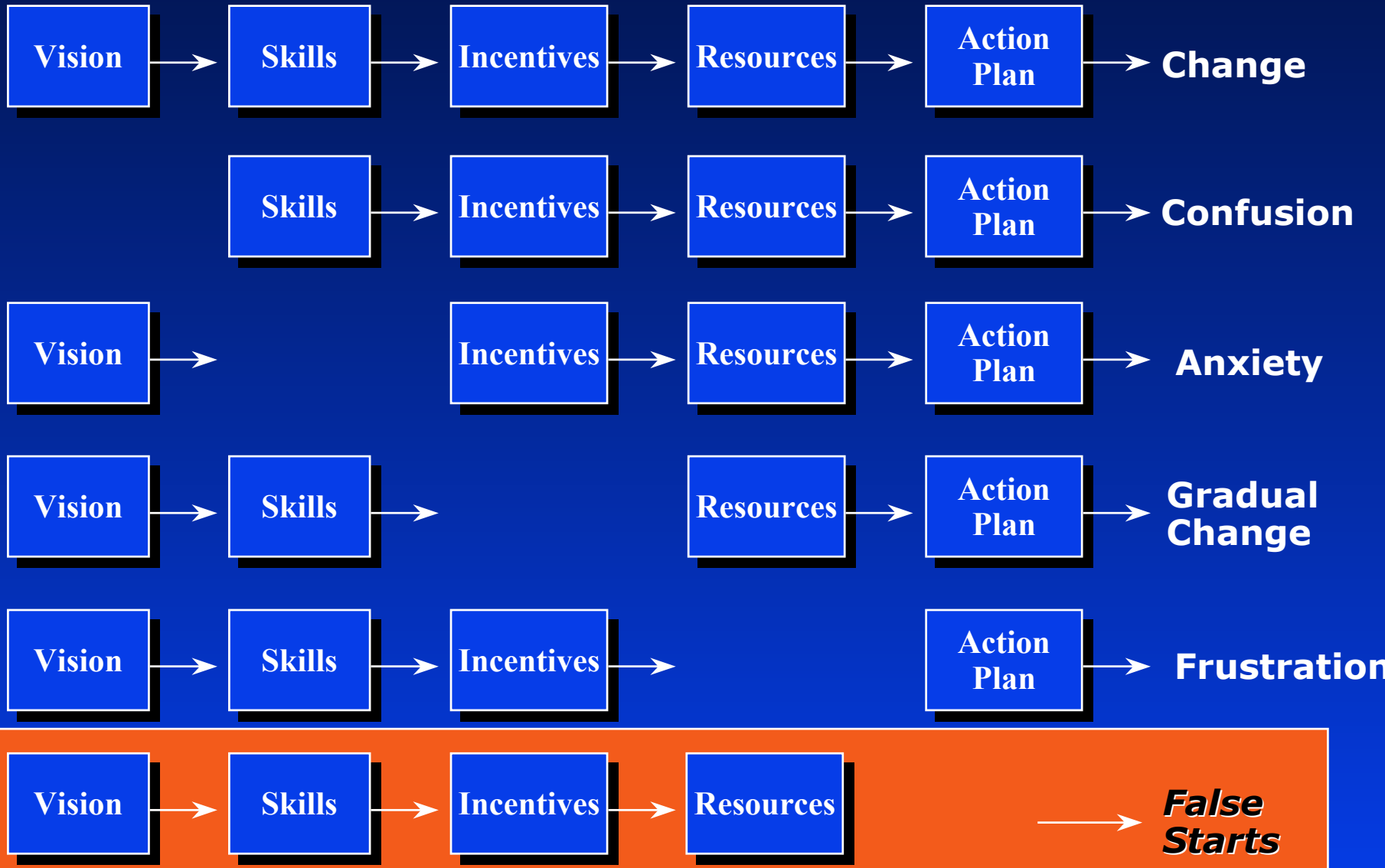
Managing Organizational Renewal



Managing Organizational Renewal



Managing Organizational Renewal



Implementation - Phase One

- ◆ **Build a compelling case for change**
- ◆ **Launch change effort-plan**
- ◆ **Develop and deploy vision/mission/values**
- ◆ **Actively involve unions**
- ◆ **Provide incentives and resources**



Implementation - Phase One

(Cont'd)

- ◆ **Stimulate dialogue on change effort**
- ◆ **Educate managers and employees**
- ◆ **Re-define new role of mid-managers**
- ◆ **Launch behavioral and systems change**



Implementation - Phase Two

- ◆ **Expand communication and employee involvement**
- ◆ **Take personal actions to reinforce customer commitment**
- ◆ **Align organizational structure to focus on customers**
- ◆ **Expand education and training**



Implementation - Phase Three

- ◆ **Review change plans and performance**
- ◆ **Make decisions based on data and information**
- ◆ **Share lessons learned with other organizations**
- ◆ **Build continuous improvement into management systems**



Implementation - Phase Three

(Cont'd)

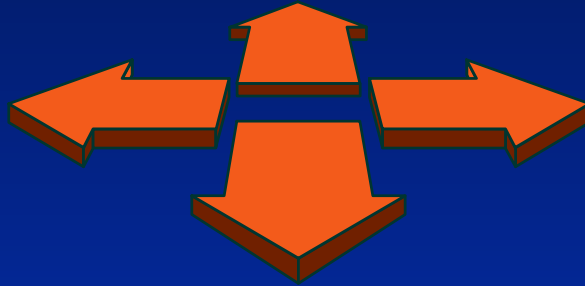
- ◆ **Reduce management layers**
- ◆ **Replace bureaucratic controls with values**
- ◆ **Create a learning organization**



SUMMARY

- ◆ **Leaders make decision for fundamental change**
- ◆ **Focus change effort on customer-driven vision**
- ◆ **Prepare plan and guide process**
- ◆ **Communicate and demonstrate commitment to put people first**
- ◆ **Talk your walk and walk your talk**
- ◆ **Demonstrate quality as a way of life**

Words to Live By



“There is no fun equal to the satisfaction of doing one’s best.”

B.C. Forbes



EMPOWERING THE WORKFORCE

Compelling Reasons for Empowering the Workforce

- ◆ **Workforce most valuable resource**
- ◆ **Untapped ideas and creativity**
- ◆ **Trust and budget deficits**

Employee Empowerment and Involvement

◆ Empowerment

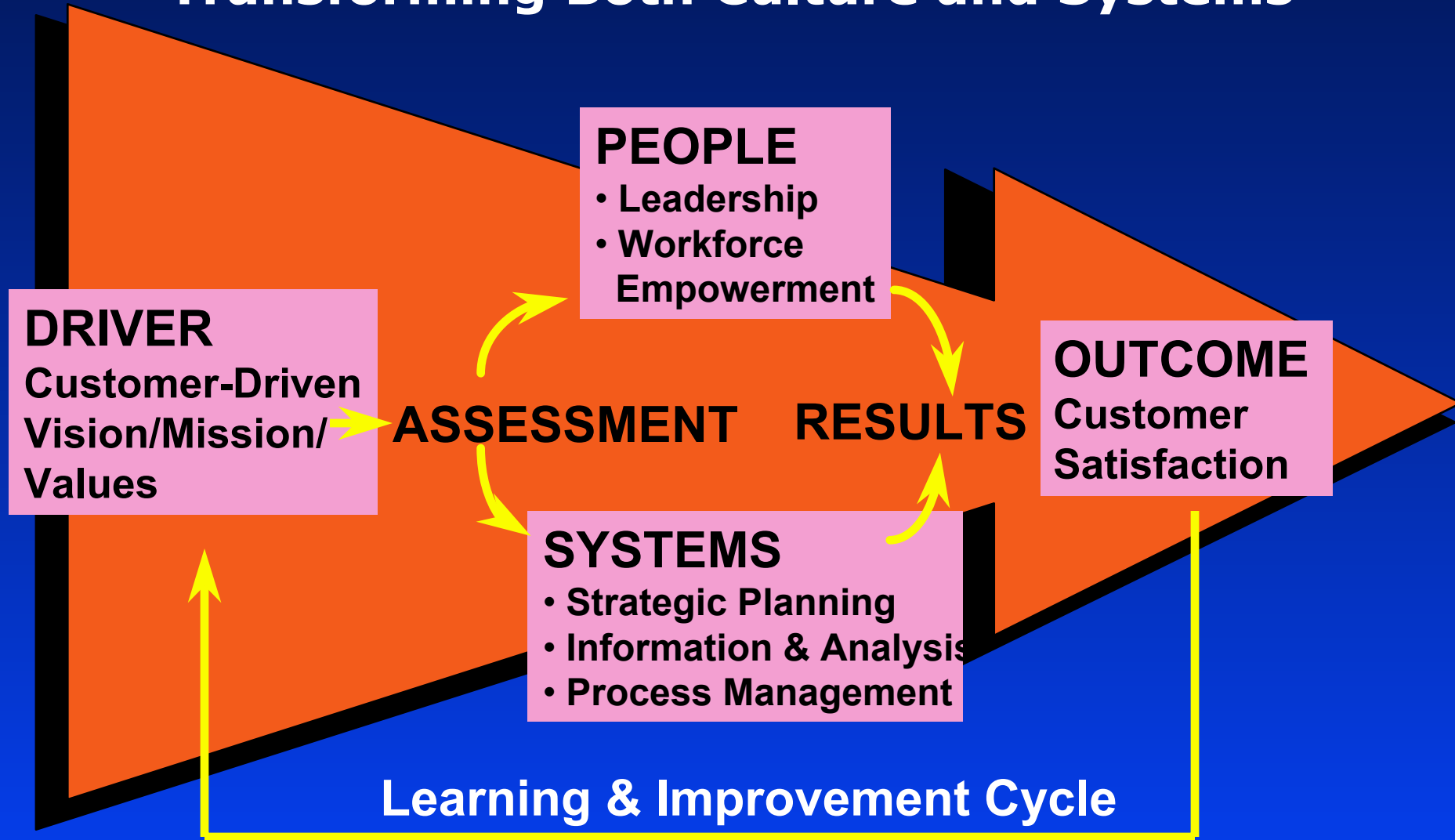
- Decision-making opportunities**
- Supportive environment**
- Employee perceptions and feelings**

◆ Involvement

- Related concept**
- Employee input to management**

Creating a Customer-Driven Government

Transforming Both Culture and Systems

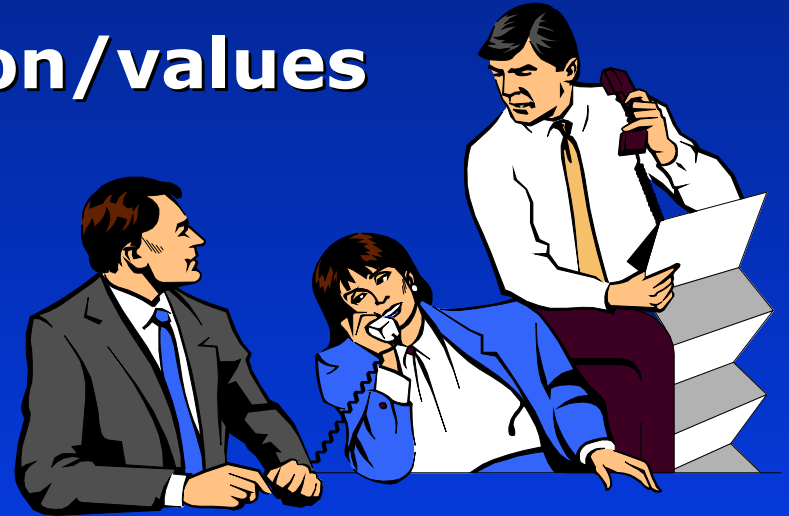


Empowerment and Accountability

- ◆ Authority pushed downward
- ◆ Tools and training necessary
- ◆ More authority **and** responsibility
- ◆ Accountable for results
 - From customer's perspective
 - Organization and individual

High-Involvement Culture

- ◆ Trust, openness
- ◆ Creativity and risk-taking encouraged
- ◆ Understanding of customer requirements
- ◆ Clear mission/vision/values
- ◆ Informal, collegial atmosphere
- ◆ Win-win solutions
- ◆ Leaders enable, empower



Strategic Approach to High-Involvement

- ♦ **Organization Structure**
- ♦ **Job content**
- ♦ **Authority levels**
- ♦ **Communication**

High-Involvement Organization Structure

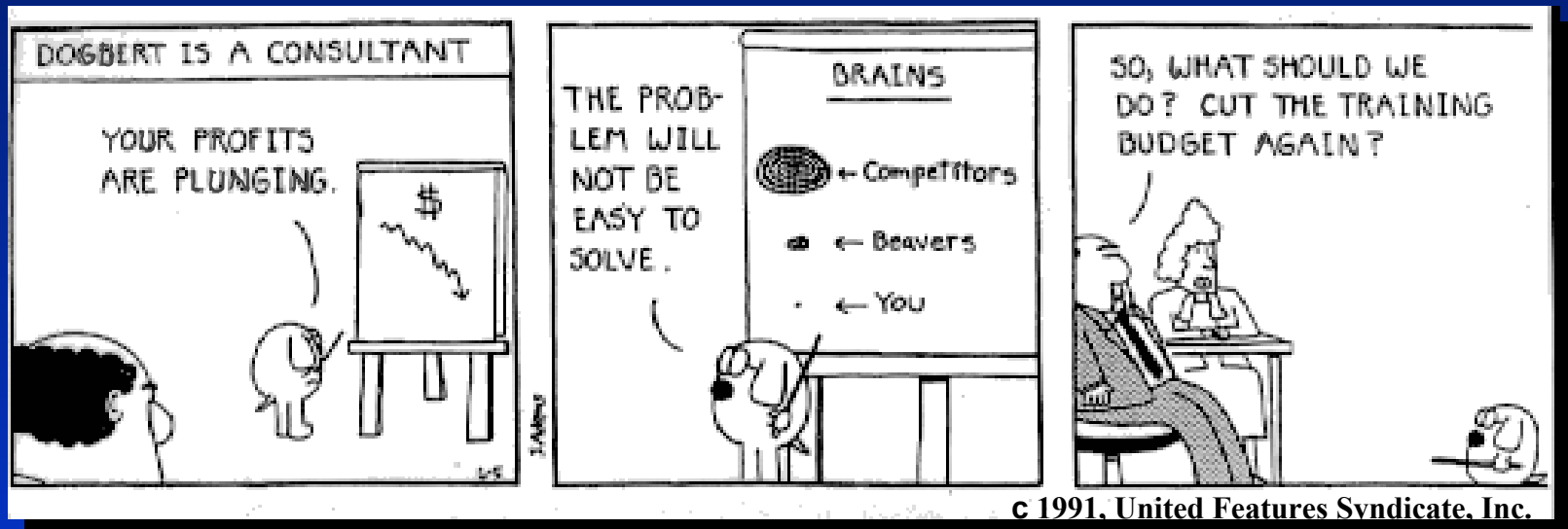
- ◆ **Less bureaucratic/hierarchical**
- ◆ **Fewer levels of management**
- ◆ **More supporting, with lateral ties**
- ◆ **More flexible, fluid**
- ◆ **More focused on customers and outcomes**

Broadened Communication for High-Involvement

- ◆ **Increase scope of information-sharing**
- ◆ **Use all channels and types of media**
- ◆ **Provide easy access to management**
- ◆ **Move information vertically and laterally**



Will They Ever Learn?



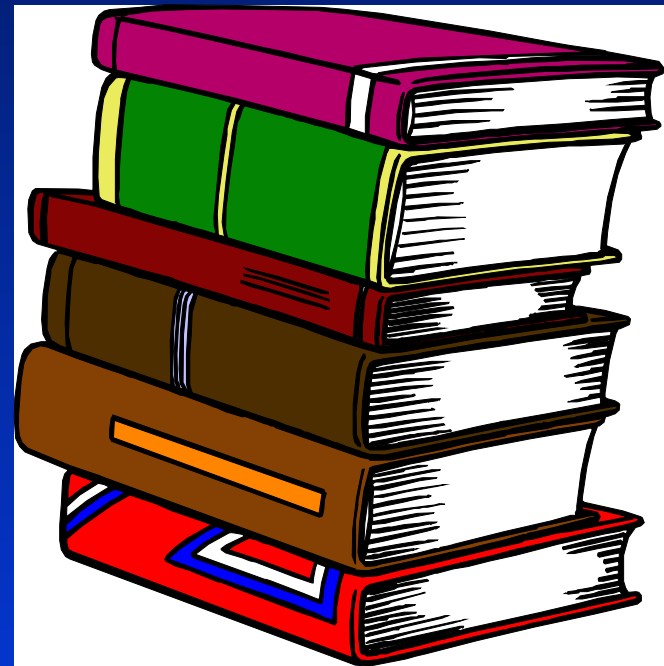
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Education and Training Progression



Education and Training Plan for High-Involvement

- ◆ Needs and skills assessment
- ◆ Delivery
- ◆ Reinforcement
- ◆ Evaluation
- ◆ Improvement



Rewards and Recognition for High-Involvement

- ◆ **Reinforce values**
 - **Recognize teams/individuals**
 - **Recognize peers**
- ◆ **Recognize performance results**
 - **Customer-focused**
 - **Outcome-oriented**

Setting Up a Reward and Recognition System

- ◆ **Employees involved in design**
- ◆ **Timing is critical**
- ◆ **Monetary and non-monetary recognition**
- ◆ **Government has flexibility**

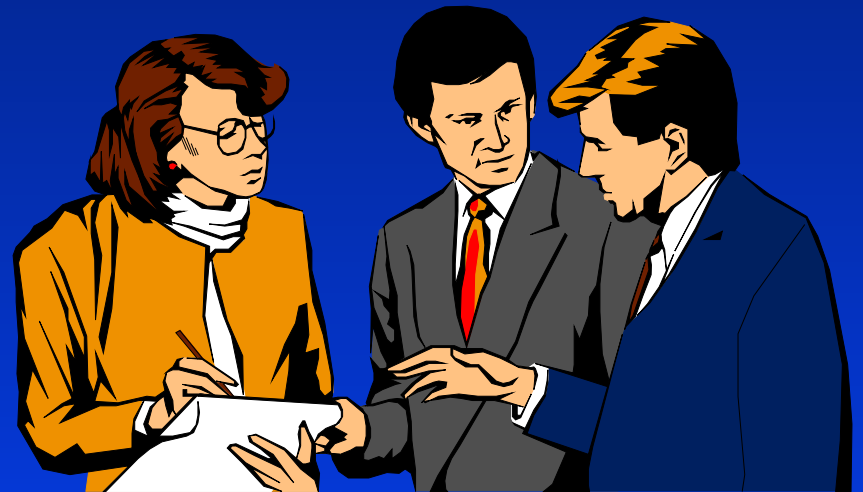
Align Other Support Services for High-Involvement

- ◆ Recruitment, hiring, orientation
- ◆ Promotions
- ◆ Diversity management
- ◆ Performance management
- ◆ Employee development
- ◆ Redeployment and retraining
- ◆ Family-friendly workplace options



Characteristics of High-Involvement Teams

- ◆ **Shared responsibility and accountability**
- ◆ **Team leader as coach/mentor/facilitator**
- ◆ **Clarity of purpose**
- ◆ **Positive group dynamics**
- ◆ **Clear support from management**
- ◆ **Adequate resources**

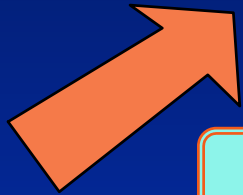


Setting Up Teams

- ◆ **Membership, purpose**
- ◆ **Boundaries, tasks**
- ◆ **Authority, responsibility**
- ◆ **Timeframe, reporting**



Authority Changes for High-Involvement



Individuals and teams
plan/decide/implement

Individuals and teams decide/implement

Individual and team recommendations adopted

Individuals and teams, within parameters, given
discretion to meet customer needs

When Work Is a Treat

- ◆ **Growth opportunities**
- ◆ **Job ownership**
- ◆ **Pride in work, organization**
- ◆ **Openness, fairness**
- ◆ **Camaraderie, friendliness**



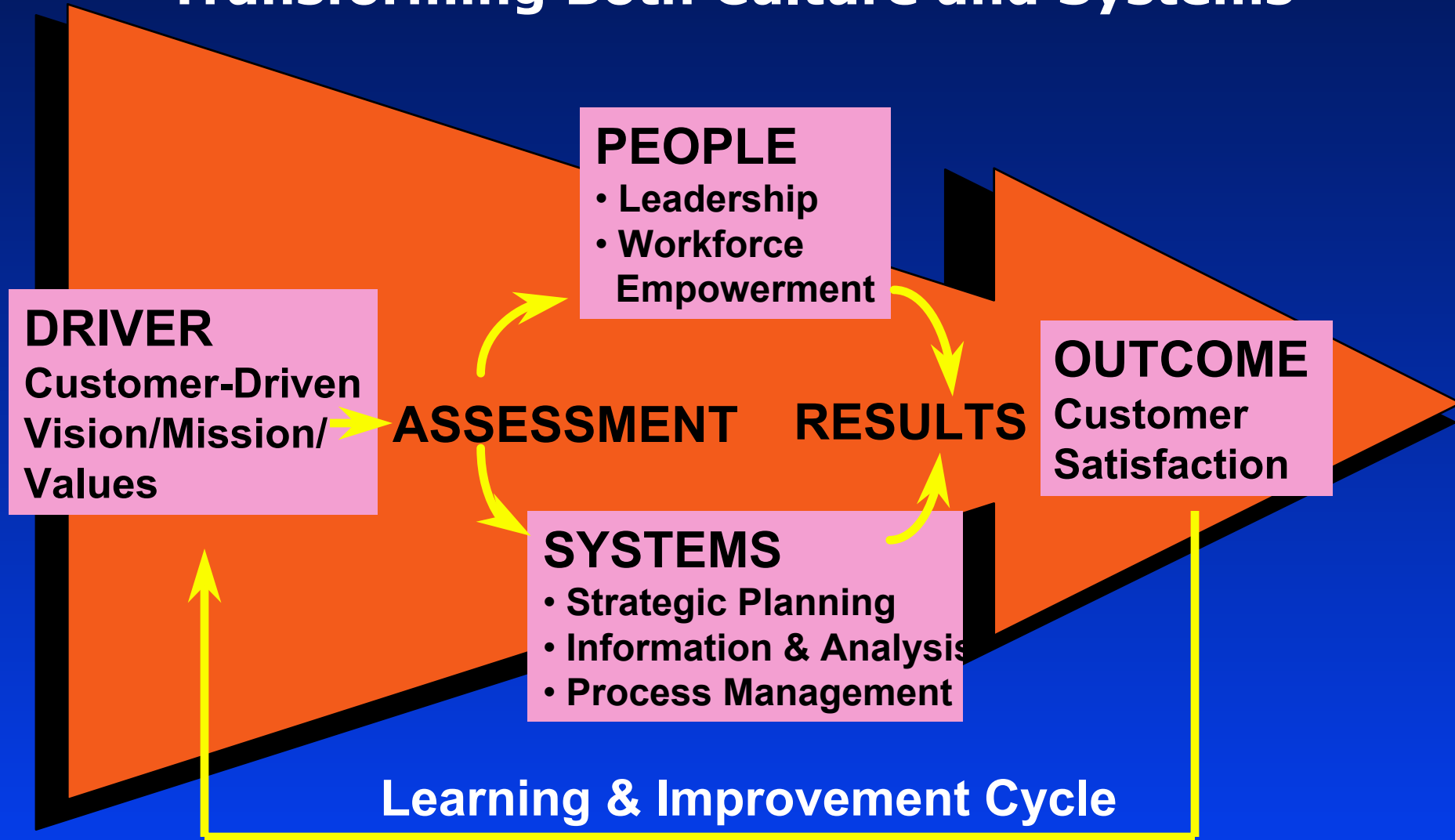
FOCUSING ON CUSTOMERS

Compelling Reasons for Focusing on Customers

- ◆ **The American people deserve excellent service**
- ◆ **They are paying for it**
- ◆ **It is the best way to restore trust in government**
- ◆ **It gives employees the chance to make real contributions and be proud of what they do**

Creating a Customer-Driven Government

Transforming Both Culture and Systems



Objectives

- ◆ **Understand customer requirements as drivers**
- ◆ **Be able to identify customers, learn what they value and determine if they are getting value**
- ◆ **Learn how to manage relationships with customers and suppliers**
- ◆ **Understand requirements of Executive Order 12862**

Customer Requirements are the Driver



Setting Customer Service Standards

- ◆ Identify customers
- ◆ Survey customers
- ◆ Benchmark “best in business”
- ◆ Post service standards/measures



**Executive
Order 12862**

Setting Customer Service Standards (Cont'd)

- ◆ **Provide choices to customers**
- ◆ **Involve front-line employees**
- ◆ **Make systems accessible**
- ◆ **Address complaints**
- ◆ **Evaluate management performance and allocate resources based on customer satisfaction**

Key Customer Questions

- ◆ Who are our customers?
- ◆ Who are partners in serving customers and how well do we manage partnerships?
- ◆ What do our customers value?
- ◆ How well are we providing value?
- ◆ How well do we manage customer relationships?

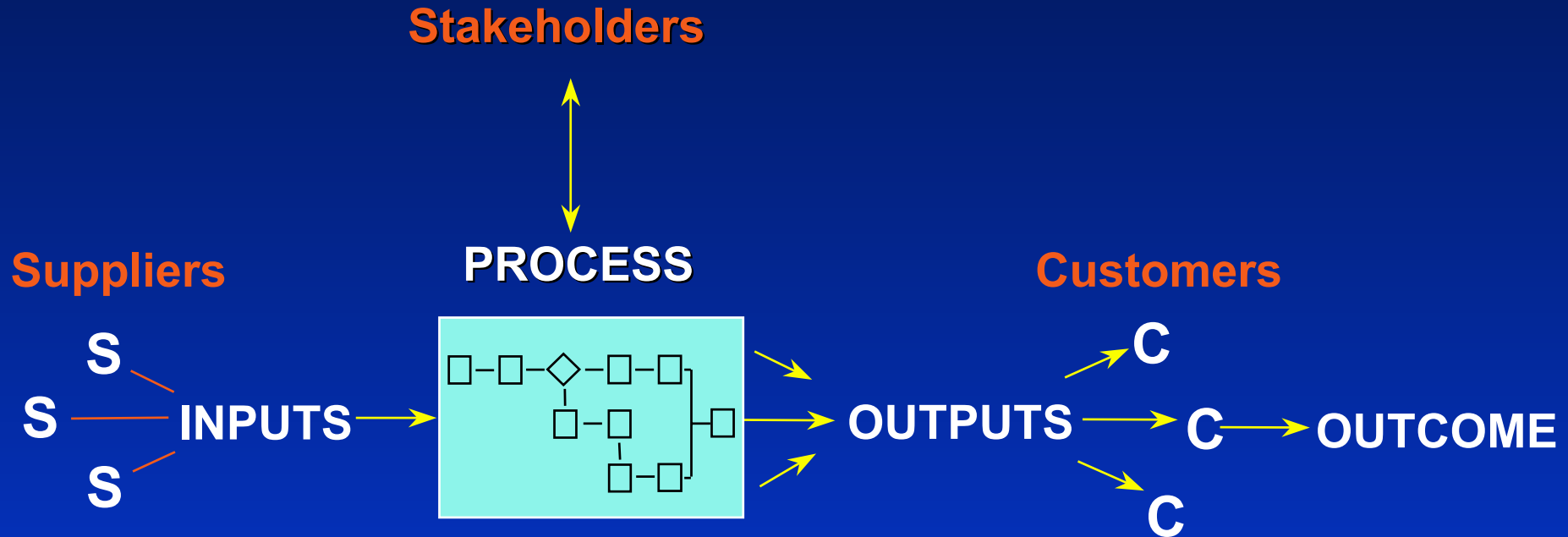


Who Are Our Customers?

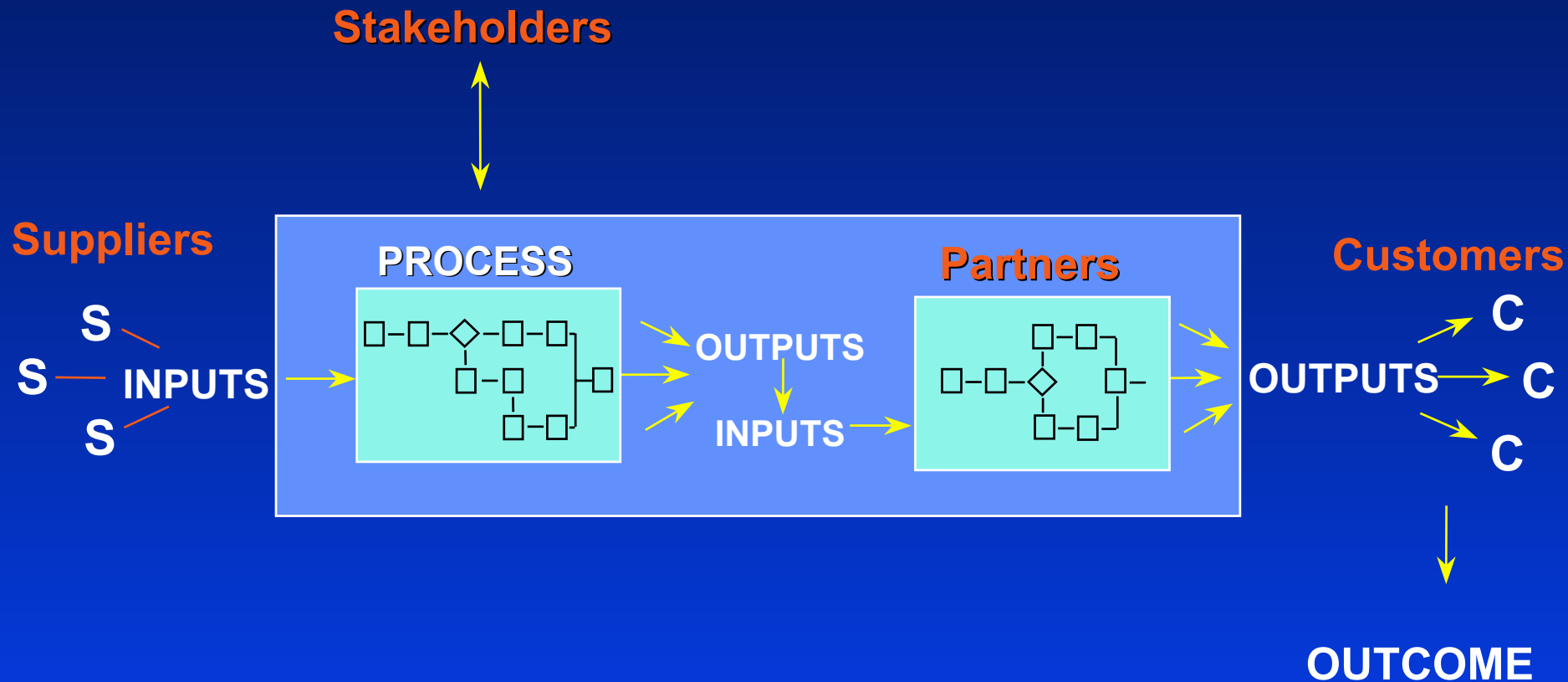
**Those who use or are directly affected by
our product/service**



Customers as Part of the System



Partners Help Serve Customers



Partners In Servicing Customers Can Include:

- ◆ **Internal work units**
- ◆ **Suppliers/contractors**
- ◆ **Other agencies**
- ◆ **Customer representatives**
- ◆ **Grantees**

How Well Do We Manage Partnerships?

- ◆ **Work together with partners/suppliers to serve ultimate customer**
- ◆ **Establish open communications**
- ◆ **Establish mutual, shared objectives**
- ◆ **Focus on improvement of whole service delivery system**
- ◆ **Deliver best value for tax dollars**

What Do Customers Value?

- ◆ **Find out what satisfies customers- what do they need or expect**
- ◆ **Find out what dissatisfies customers**
- ◆ **Find out their priorities**

Face-to-Face Listening Posts

- ◆ **Meetings**
- ◆ **Councils**
- ◆ **Focus Groups**
- ◆ **Interviews**
- ◆ **Ombudsmen**



Other Customer Listening Posts

- ◆ Customer surveys
- ◆ 800 numbers
- ◆ Electronic mail
- ◆ Professional service raters



Other Customer Listening Posts (Cont'd)

- ◆ **Test marketing**
- ◆ **Suggestion boxes/forms**
- ◆ **Customer correspondence**
- ◆ **Customer-contact employees**

Customer Needs Should Be:

- ◆ **Specific**
- ◆ **Measurable**
- ◆ **Negotiated and agreed upon**
- ◆ **Documented using their language**
- ◆ **Communicated**

Customer/Provider Relationships

Based on relationships, customers can be categorized into:

- ◆ **Voluntary customers**
- ◆ **Entitled customers**
- ◆ **Compelled customers**

Customers Generally Define Expectations in Terms of:

- ◆ Reliability
- ◆ Responsiveness
- ◆ Assurance
- ◆ Tangibles
- ◆ Empathy
- ◆ Access
- ◆ Procedures
- ◆ Service outcomes

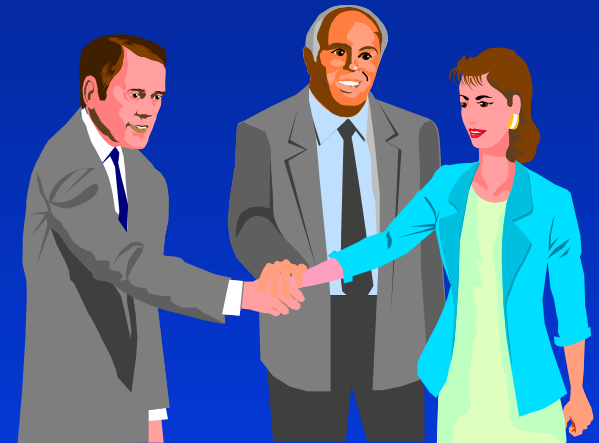


Expectations Appropriate for Compelled Customers Include:

- ◆ **Fairness**
- ◆ **Equity**
- ◆ **Willingness to listen**
- ◆ **Open working relationships**
- ◆ **Willingness to solve problems**

Satisfying Different Groups

- ◆ **Maximize satisfaction for voluntary and entitled customers**
- ◆ **Minimize dissatisfaction for compelled customers**
- ◆ **Give best value for tax dollars to satisfy Congress and taxpayers**



Creating Service Competition

- ◆ Question monopolies
- ◆ Promote agency competitiveness
- ◆ Contract out

Equal to the Best in Business

- ◆ No choice - the public knows good service
- ◆ Government employees can use the service they get as a source of ideas
- ◆ Highest quality of comparable service delivered to customers

H H H H H

Customer Expectations vs. Agency Policies

- ◆ **Eliminate outmoded or unnecessary rules, regulations, and policies**
- ◆ **Simplify those remaining**
- ◆ **Work to change those causing customer dissatisfaction**
- ◆ **Keep open communication channels with customers**



Develop Service Standards

- ◆ **Focus on key customer concerns**
- ◆ **Make goals challenging and rewarding for employees**
- ◆ **Inform customers of level, quality, and timeliness of service**
- ◆ **Continuously improve standards**

Customer Feedback System



How Well Are We Providing Value?

- ◆ **Use face-to-face listening posts**
- ◆ **Use other customer listening posts**
- ◆ **Measure the gap between expected and actual or perceived service**

Sample Gap Analysis

EXPECTATION

“It is important to me that when IRM organizations promise to do something by a certain time, they do so.”

1 2 3 4 5 ⑥ 7

PERCEPTION

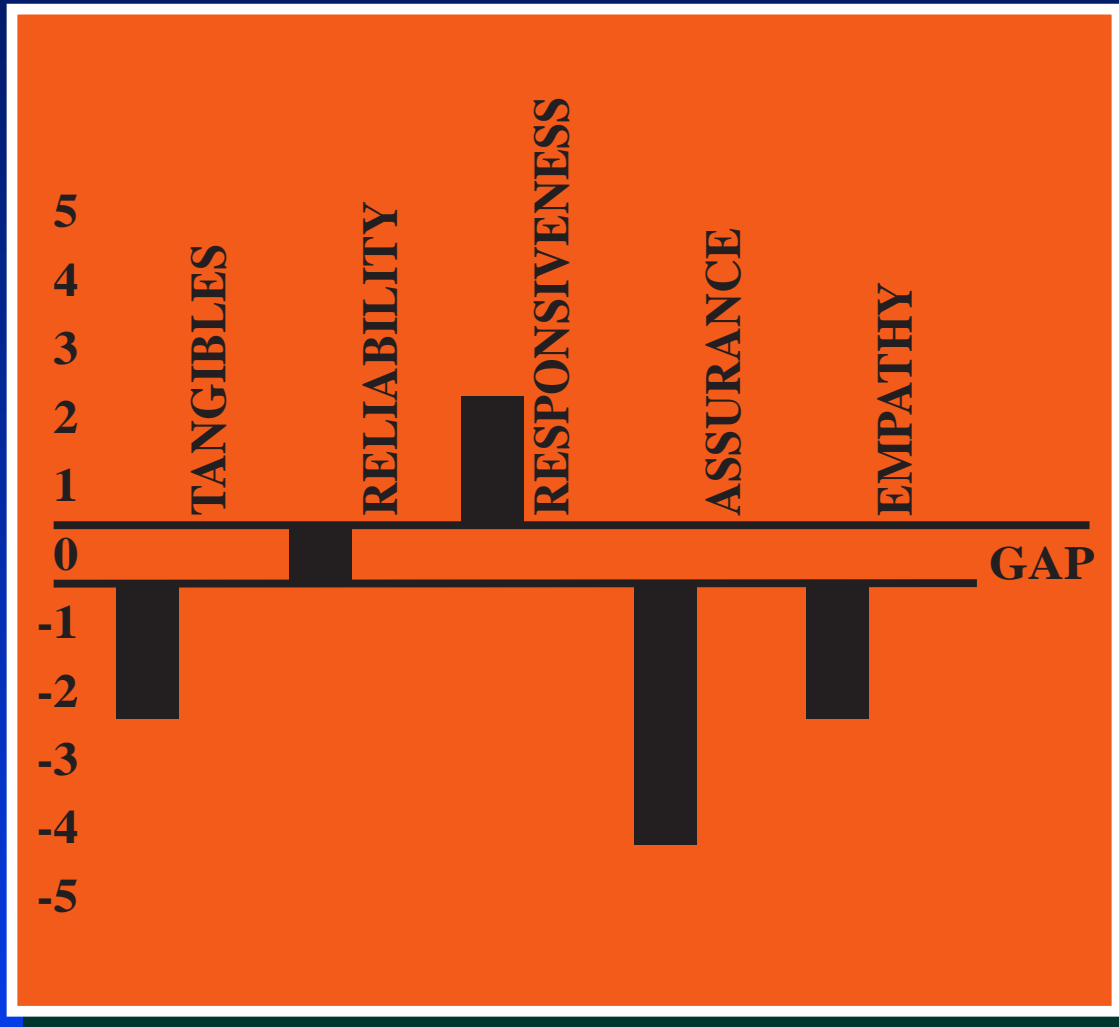
“When the agency IRM office promises to do something by a certain time, it does so.”

1 2 3 ④ 5 6 7

Score = Perception - Expectation

$$4 - 6 = -2$$

Measuring the Gap



How Well Do We Manage Customer Relationships?

- ◆ **Support customer-contact employees**
- ◆ **Make service accessible**
- ◆ **Handle complaints effectively**
- ◆ **Offer guarantees to customers**

Provide Customer-Contact Employees With:

- ◆ **Customer service training**
- ◆ **Appropriate technology**
- ◆ **Support from related work units**
- ◆ **Feedback on service skills**
- ◆ **Discretion in applying guidelines**
- ◆ **Recognition**

“If you take care of your employees they will take care of your customers.”

**J.W. Marriott
Founder of Marriott Hotels**

Make Services Accessible

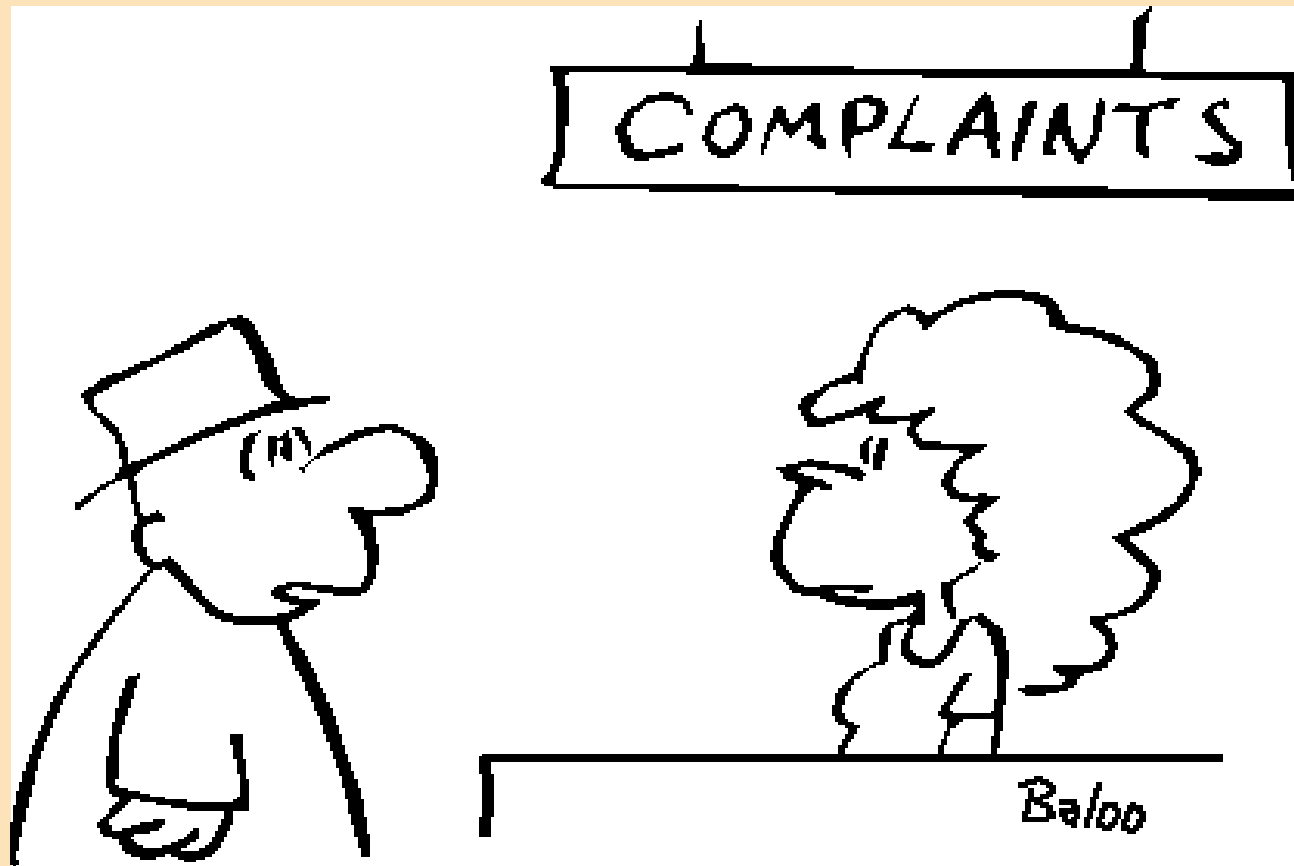
- ◆ Convenient locations and hours
- ◆ Advanced electronic methods
- ◆ Clustered services (one-stop shopping)
- ◆ Instant phone access



Handle Complaints Effectively

- ◆ **Accept customer's perspective**
- ◆ **Analyze and eliminate root causes by taking corrective action**
- ◆ **Tie to customer feedback system**
- ◆ **Send complaints to appropriate work units**
- ◆ **Report to complainant promptly on action taken**





**“I don’t have any specific complaints--could
I just stand here and moan a little?”**

*From The Wall Street Journal - Permission, Cartoon Features Syndicate.
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Offer Service Guarantees



Implementation - Phase One

- ◆ Initiate (“**Sell**”) concept of “Customer” throughout workforce
- ◆ Identify customers of core processes and what they value
- ◆ Identify partners in serving customers and form collaborative relationships
- ◆ Develop customer feedback system



Implementation - Phase One (Cont'd)

- ◆ **Set service standards for core processes**
- ◆ **Address customer complaints and link to feedback system**
- ◆ **Link customer feedback to strategic planning**
- ◆ **Train/empower employees to make business decisions**
- ◆ **Begin benchmarking "best in business"**



Implementation - Phase Two

- ◆ **Identify customers of sub-processes and include in feedback system**
- ◆ **Set service standards/measures for sub-processes**
- ◆ **Continue to expand process for gathering, tracking and analyzing customer data**
- ◆ **Improve customer relationships**
- ◆ **Expand benchmarking**



Implementation - Phase Three

- ◆ **Provide alternative choices for customer**
- ◆ **Build partner relationships**
- ◆ **Expand horizon of customer satisfaction through innovation and creative learning**
- ◆ **Link customer needs and feedback to every work unit**
- ◆ **Continue benchmarking**



SUMMARY

- ◆ **Know customers and what they value**
- ◆ **Know partners in serving customers and form collaborative relationships**
- ◆ **Listen to customers**
- ◆ **Measure gap between customer expectations and perceptions**
- ◆ **Analyze customer data to improve process**
- ◆ **Manage and improve customer relationships**



TRANSFORMING IN A WORLD OF CHANGE

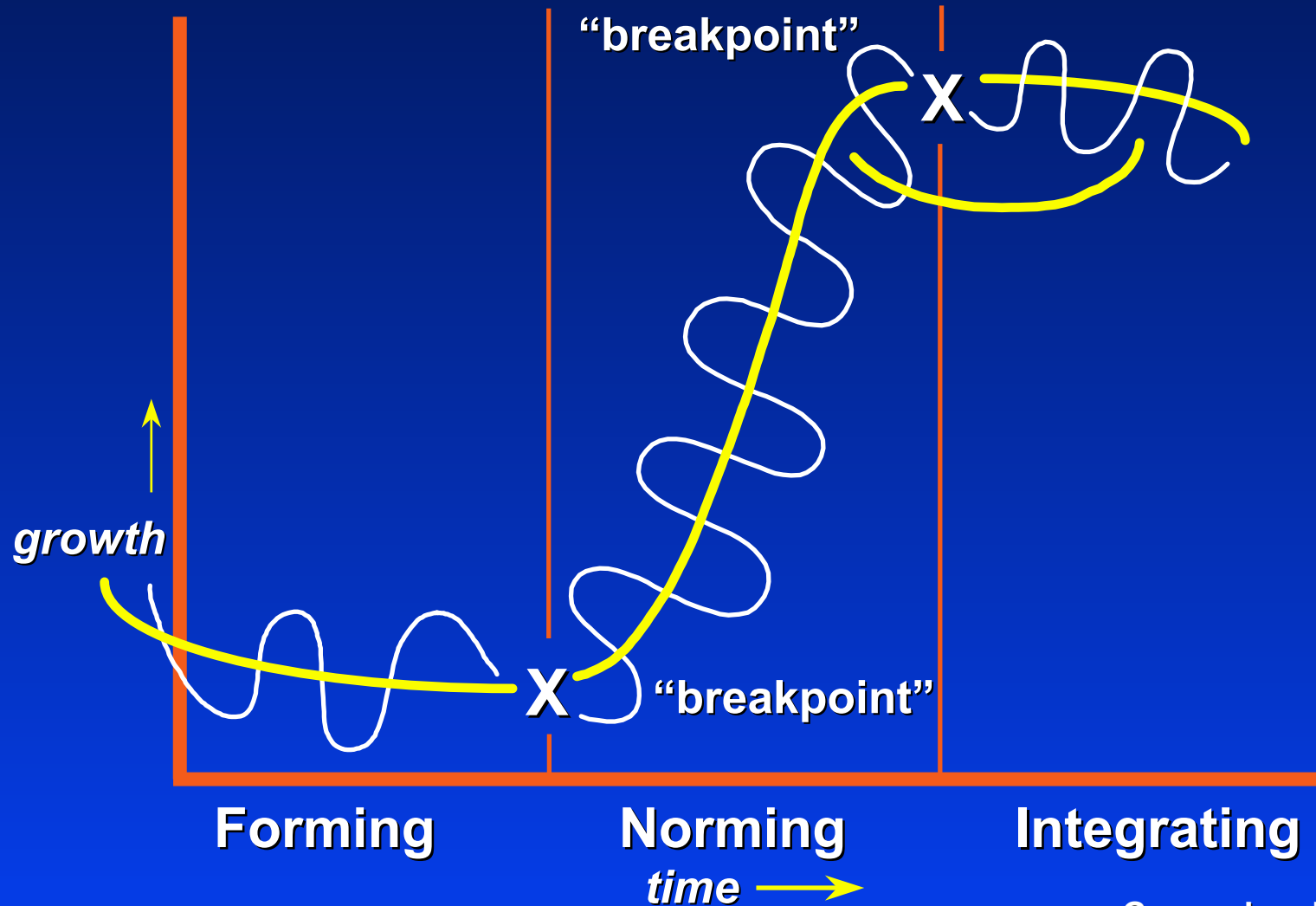
“Unprecedented social, political and technological changes have occurred during this century. More profound changes lie ahead. To make the decisions that will be required, we must understand the nature of change itself - its causes and effects - its dangers and possibilities.”

The Smithsonian Institution
The Phenomenon of Change

Objectives

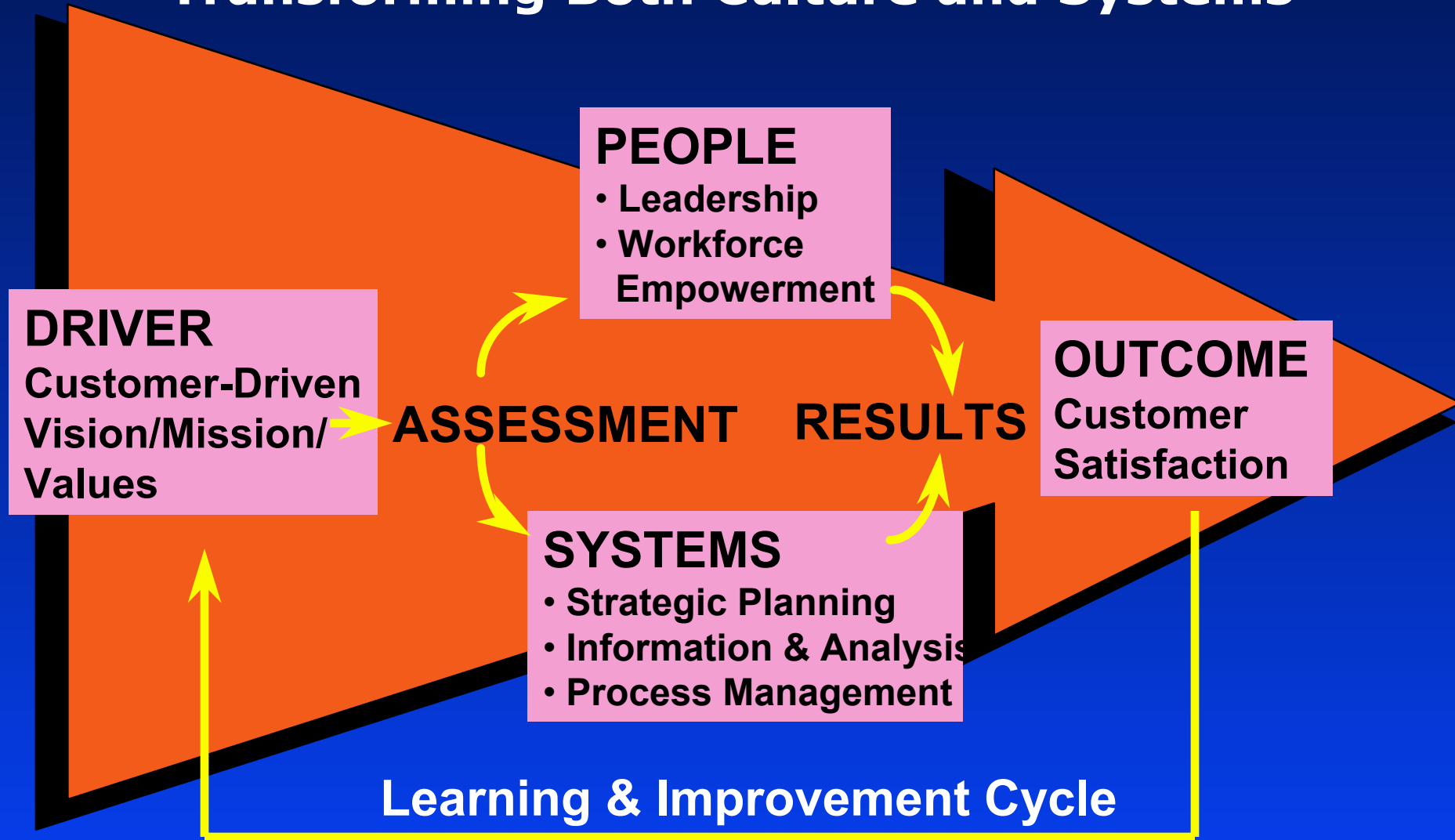
- ◆ **Understand the nature of change and its basic patterns**
- ◆ **Recognize the human dimensions of change**
- ◆ **Discover ways to prepare and equip people for successful change**

Pattern of Change

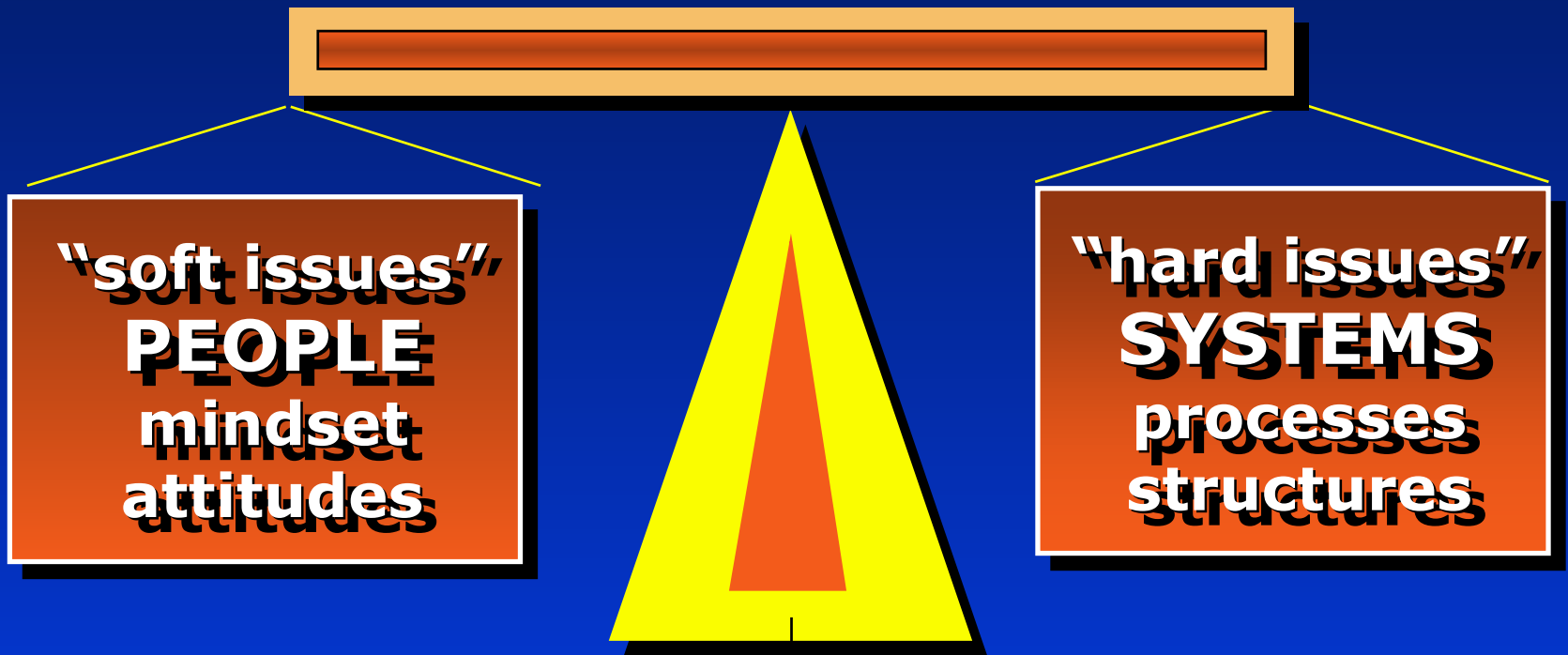


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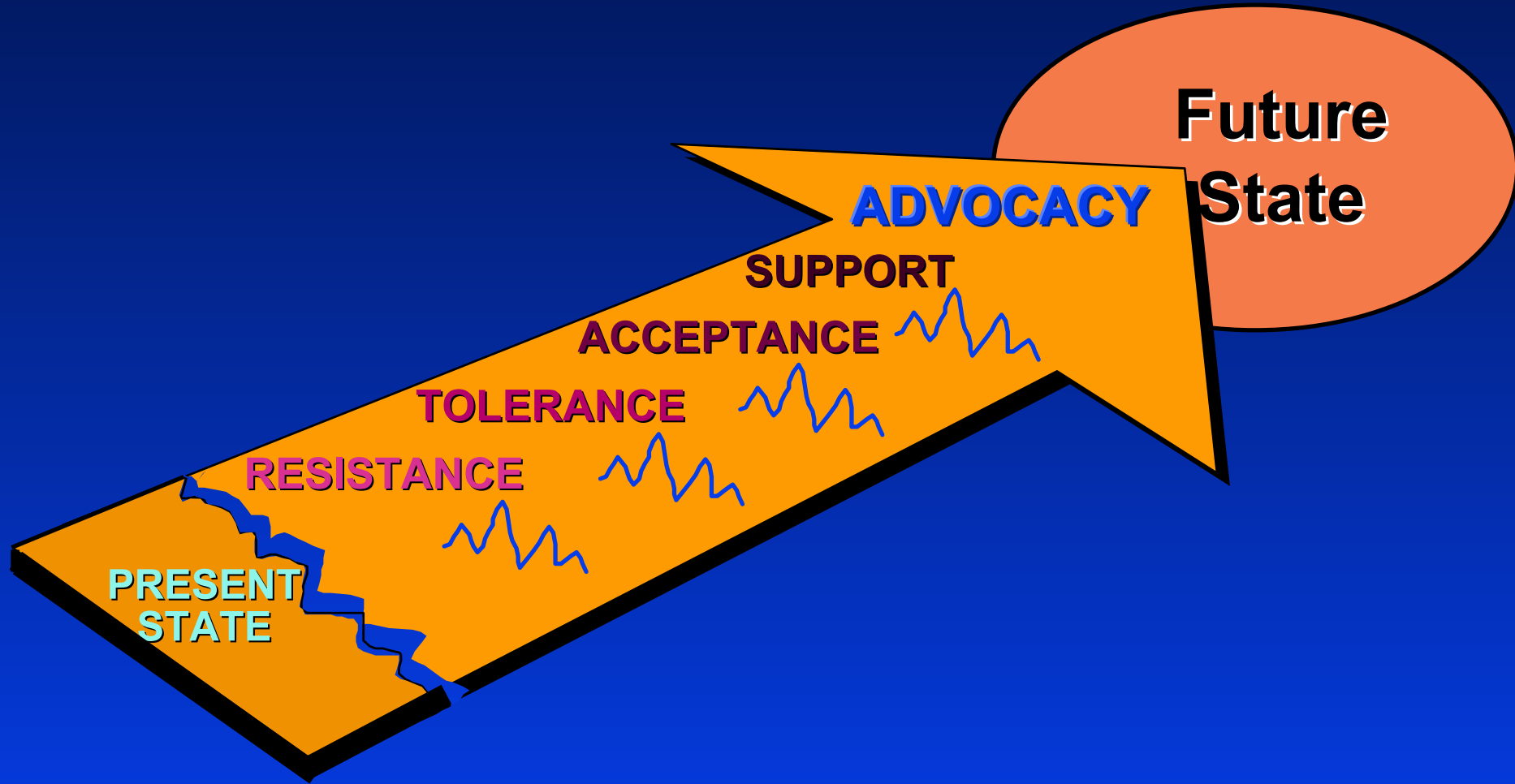
Balance The Process



Personal Questions About Change

- ◆ What is it?
- ◆ How will it affect me?
- ◆ How will it be conducted?
- ◆ What are its consequences?
- ◆ How can I help?
- ◆ How can I create change?

Personal Pattern of Change



Why is There Resistance?

- ◆ **Fear of loss and failure**
- ◆ **Lack of trust**
- ◆ **Misunderstanding the changes and implications**
- ◆ **Differing assessments**
- ◆ **Differing tolerances**



Gary Larson

May not be reproduced as a handout.

"I don't know if this is such a wise thing to do, George."

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Between Two Somewheres

- ◆ **Change as threat**
 - **chaos**
 - **uncertainty**
 - **ambiguity**
- ◆ **Change as opportunity**
 - **creativity**
 - **challenge**
 - **personal growth**

Off The Beaten Path On To The New

- ◆ **Make ready by assessing the situation**
- ◆ **Take first steps in the beginning**
- ◆ **Lead and manage the passage**

Readiness For Change

- ◆ **Conduct organizational assessments**
- ◆ **Identify the “critical mass” needed for the change to happen**
- ◆ **Determine the perceived “cost” of change**

First Steps in the New Beginnings...

“letting go of the past”

- ◆ **Define what's over and what's not**
- ◆ **Identify who is going to have to let go**
- ◆ **Expect and accept signs of grieving**
- ◆ **Acknowledge losses openly and sympathetically**
- ◆ **Mark the ending**
- ◆ **Treat the past with respect**

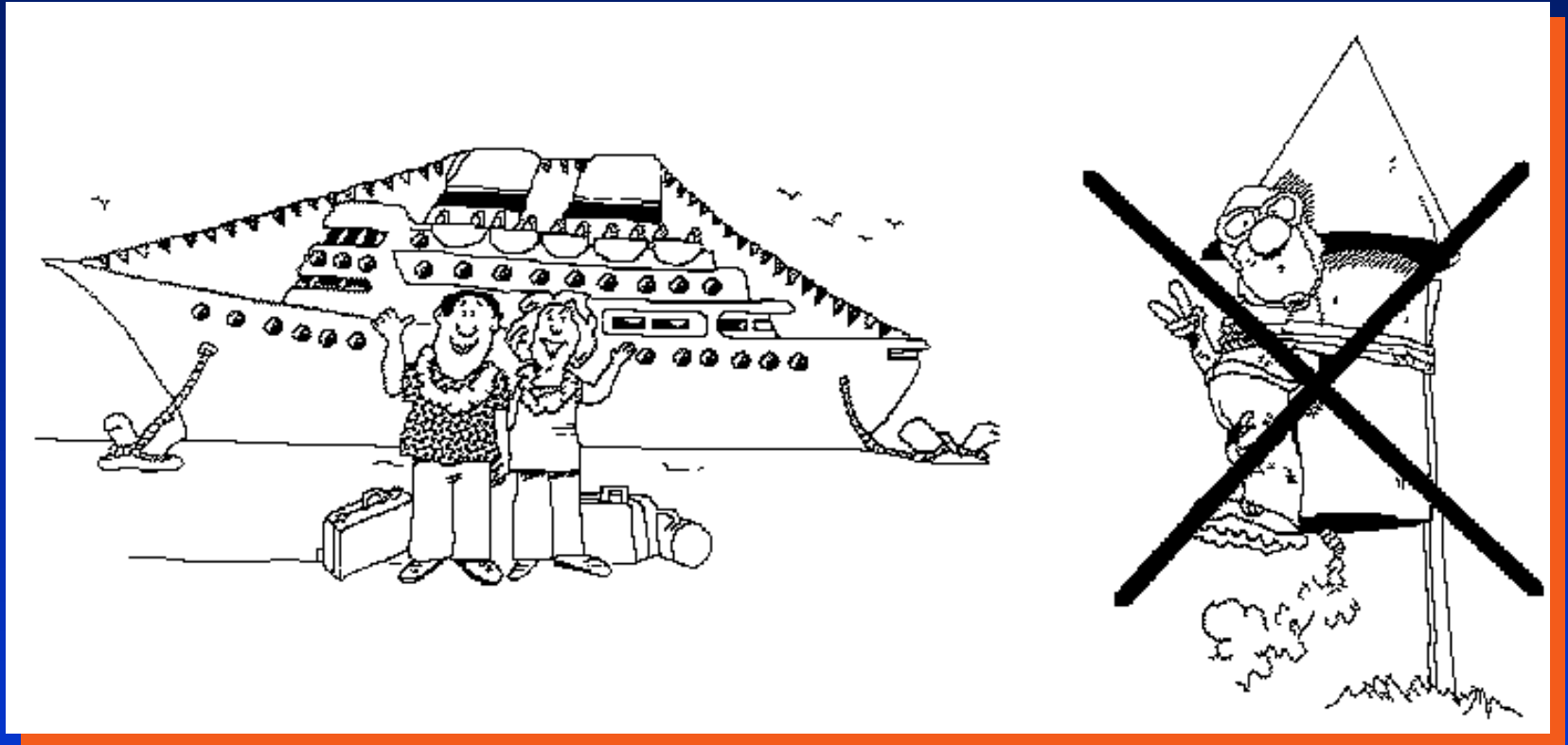
First Steps In The New Beginnings (Cont'd)

- ◆ Signify the new identity and behavior
 - Why are we doing this?
 - Where are we going?
 - How are we going to get there?
 - What about me?
- ◆ Signify the change is for **real**

Lead and Manage the Passage

- ◆ **Set up temporary systems**
- ◆ **Provide for collaboration**
- ◆ **Communicate creatively and credibly**
- ◆ **Educate for learning**
- ◆ **Use positive metaphors**

Create Positive Metaphors



Transforming Is About Learning

- ◆ **New roles, relationships, and responsibilities**
- ◆ **New behaviors**
- ◆ **New ways of thinking**
- ◆ **New skills**
- ◆ **New capabilities**

SUMMARY

- ◆ **Transformation will not occur without affecting both people and systems**
- ◆ **There are predictable patterns of change**
- ◆ **The beginning of the new starts with letting go of the past and signifying the new**
- ◆ **The transition process to the new must be led and managed**